PROGRESS

OF

EDUCATION IN INDIA

1907—1912

AGENTS FOR THE SALE OF BOOKS

PUBLISHED BY

The Superintendent of Government Printing, India, Calcutta.

In the United Kingdom.

Bernard Quaritch, 11, Grafton Street, New Bond Street, London, W.

Constable & Co., 10, Orange St., Leicester Square, London, W.C.

H. S. King & Co., 65, Cornhill, and 9, Pall Mall, London.

P. S. King & Sons, 2 & 4, Great Smith St., Westminister, London, S.W.

Kegan Paul, Trench, Trübner & Co., 68—74, Carter Lane, E.C.

Grindlay & Co., 54, Parliament Street, London, S.W.

W. Thacker & Co., 2, Creed Lane, London, E.C.

Luzac & Co., 46, Great Russel Street, London, W.C.

T. Fisher Unwin, No. 1, Adelphi Terrace, London, W.C.

Deighton, Bell & Co., Cambridge.

B. H. Blackwell, 50 and 51, Broad Street, Oxford.

Oliver & Boyd, Tweeddale Court, Edinburgh.

E. Ponsonby, Ld., 116, Grafton Street, Dublin.

On the Continent.

R. Friedlander & Sohn, Berlin W. N., Carlstrasse, 11.

Otto Harrassowitz, Leipzig, Germany.

Karl W. Hiersemann, Leipzig, Germany.

Martinus Nijhoff, The Hague, Holland.

Ernest Leroux, 28, Rue Bonaparte, Paris, France.

In India and Ceylon.

Thacker, Spink & Co., Calcutta and Simla.

Newman & Co., Calcutta.

R. Cambray & Co., Calcutta.

S. K. Lahiri & Co., Calcutta.

B. Banerjee & Co., Calcutta.

The Calcutta School Book and Useful Literature Society, 309, Bow Bazar Street, Calcutta.

Butterworth & Co. (India), Ld., Calcutta.

The Weldon Library, 18-5, Chowringhee, Calcutta.

Roy M. C. Sircar, Bahadur, & Sons, 75-1-1, Harrison Road, Calcutta.

Thacker & Co., Ld., Bombay.

A. J. Combridge & Co., Bombay.

D. B. Taraporevala, Sons & Co., Bombay.

Gopal Narayan & Co., Bombay.

Radhabai Atmaram Sagoon, Bombay.

Sundar Pandurang, Bombay.

Ram Chandra Govind & Son, Kalbadevi, Bombay.

V. Kalyanarama Iyer & Co., Madras.

G. A. Natesan & Co., Madras.

Higginbotham & Co., Madras.

S. Murthy & Co., Madras.

Thompson & Co., Madras.

Temple & Co., Madras.

Combridge & Co., Madras.

P. R. Rama Iyer & Co., Madras.

N. B. Mathur, Superintendent, Nazair Kanun Hind Press, Allahabad.

Superintendent, American Baptist Mission Press, Rangoon.

A. Chand & Co., Lahore, Punjab.

Rai Sahib M. Gulab Singh and Sons, Mufid-i-Am Press, Lahore and Calcutta.

Babu S. C. Talukdar, Proprietor, Students & Co., Cooch Behar.

A. M. and J. Ferguson, Colombo, Ceylon.

PROGRESS

OF

EDUCATION IN INDIA

1907—1912

BY

H. SHARP, C.I.E.

VOL. II.

CALCUTTA
SUPERINTENDENT GOVERNMENT PRINTING, INDIA
1914

Price Rs. 2 or 3s.

CONTENTS.

APPENDICES AND TABLES.

APPENDICES AND TABLES

CONTENTS.

PART I.

GENERAL TABLES.

Abstract Statement of Colleges, Schools and Scholars in the several provinces of British India at the end of the official year 1911-12.

(For details see General Table III.)

Area and Population.				Public Institutions.								Private Institutions.				Average Number of Towns and Villages served by		†Percentage to School-going age of Scholars in	
				University Education.		School Education, General.			School Education, Special.										
Total Area in Square miles.	Number of Towns* and Villages.	Population.	Particulars.	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Total.	Training Schools.	All other Special Schools.	Total.	Advanced.	Elementary.	Total.	Grand Total.	Public Institutions.	Public or Private Institutions.	Public Institutions.	Public or Private Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1,135,483			Institutions																
	Towns* . 1,594	Males . 130,408,551	For Males .	130	44	5,874	110,692	116,566	490	4,989	122,219	2,611	35,322	37,933	160,152	4·8	3·6	..	..
	Villages 582,728	Females 124,960,002	For Females .	10	2	496	12,886	13,382	85	634	14,113	23	1,937	1,960	16,073	41·4	36·4	..	..
			Total .	140	46	6,370	123,578	129,948	575	5,623	136,332	2,634	37,259	39,893	176,225	4·3	3·3	..	..
			Scholars																
			Males .	29,369	6,546	860,959	4,202,631	5,063,590	11,295	142,265	5,253,065	53,300	521,817	575,117	5,828,182	..	..	26·9	29·8
	Total 584,322	Total 255,368,553	Females .	279	90	63,411	785,511	848,922	1,578	24,791	875,660	1,900	74,979	76,879	952,539	..	..	4·7	5·1
			Total .	29,648	6,636	924,370	4,988,142	5,912,512	12,873	167,056	6,128,725	55,200	596,796	651,996	6,780,721	..	..	15·9	17·7

* All places containing 5,000 inhabitants or upwards and all municipalities whatever their population are entered as towns.
† The population of school-going age is taken at 15 per cent. of the whole population.

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION I

(For detail

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION							
	UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.		SCHOOL EDUCATION, SPECIAL.		Total.	Unive
—	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions — For Males	47,37,291	22,33,344	1,81,77,350	1,79,62,453	14,84,308	32,71,486	4,78,66,232	15,87
1. Institutions — For Females	61,283	19,654	26,11,375	27,63,692	3,70,160	2,48,881	60,75,045	
TOTAL	47,98,574	22,52,998	2,07,88,725	2,07,26,145	18,54,468	35,20,367	5,39,41,277	15,87
2. (a) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction.	6·49	6·39	15·88	16·80	5·57	5·62	56·75	
(b) Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction.	·23	·04	10·76	60·52	1·38	1·59	74·52	
(c) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.	1·13	·12	24·93	53·78	·3	2·96	86·22	
(d) Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction	6·1	2·37	26·45	26·37	2·36	4·48	68·63	

[T]ABLE II.

[SE]VERAL PROVINCES OF BRITISH INDIA FOR THE OFFICIAL YEAR 1911-12.

[G]eneral Table IV.)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								
[D]irection.	Inspection.	Scholarships.	Buildings.	Special Grants for furniture and apparatus.	Miscellaneous.	Total.	Total Expenditure on Public Instruction.	——
10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
6,89,056	40,85,834	13,40,222	82,87,823	14,41,817	72,19,106	2,46,51,328	7,85,92,605	{ For Males . / For Females } 1. Institutions.
6,89,056	40,85,834	13,40,222	82,87,823	14,41,817	72,19,106	2,46,51,328	7,85,92,605	TOTAL.
2·56	13·11	2·55	16·53	3·33	4·53	43·25	100	2. (*a*) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction.
..	4·15	2·55	14·76	1·56	2·46	25·48	100	(*b*) Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction.
..	·39	1·17	9·35	1·09	2·78	13·78	100	(*c*) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.
·88	5·2	1·71	10·54	1·83	9·19	31·37	100	(*d*) Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction.

GENE

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION IN

(For detai

—	TOTAL DIRECT EXPENDITU		
	UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GEN
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.
1	2	3	4
	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—			
Government Institutions — Cost to Provincial Revenues	188 8 10	316 11 5	23 5 0
Government Institutions — Cost to Local and Municipal Funds	..	1 8 8	0 4 0
Total cost	277 9 5	396 14 4	43 2 1
Local Fund and Municipal Board Schools — Cost to Provincial Revenues	8 10 4	..	0 9 1
Local Fund and Municipal Board Schools — Cost to Local and Municipal Funds	23 1 6	..	6 7 1
Total cost	125 0 3	68 6 8	12 11 2
Institutions in Native States — Cost to Native States Revenues	192 6 1	..	18 1 5
Institutions in Native States — Cost to Local and Municipal Funds	..	..	1 5 7
Total cost	233 4 4	..	29 1 6
Aided Institutions — Cost to Provincial Revenues	34 10 1	290 11 5	5 0 7
Aided Institutions — Cost to Local and Municipal Funds	3 8 10	..	1 11 3
Total cost	153 1 5	494 8 6	25 8 9
Unaided Institutions — Total cost	97 12 10	77 0 2	19 3 5
All Institutions — Cost to Provincial Revenues	61 13 7	261 5 11	4 13 11
All Institutions — Cost to Local and Municipal Funds	2 1 2	1 4 3	2 2 3
Total cost	169 10 3	341 13 3	23 10 3

ABLE II—*contd.*

VERAL PROVINCES OF BRITISH INDIA FOR THE OFFICIAL YEAR 1911-12—*contd.*

eneral Table IV.)

ON PUBLIC INSTRUCTION.			
SCHOOL EDUCATION, SPECIAL.		TOTAL.	—
raining Schools.	All other Special Schools.		
6	7	8	1
Rs. A. P.	Rs. A. P.	Rs. A. P.	
			3. Average annual cost of educating each pupil in—
139 8 6	94 14 3	43 15 10	Cost to Provincial Revenues . } Government Institutions.
6 5 11	0 10 9	0 8 10	Cost to Local and Municipal Funds } Government Institutions.
149 5 9	114 2 2	60 11 9	Total cost.
0 15 5	8 8 2	1 4 5	Cost to Provincial Revenues . } Local Fund and Municipal Board Schools.
99 1 1	29 12 3	4 3 6	Cost to Local and Municipal Funds } Local Fund and Municipal Board Schools.
100 2 6	52 0 7	6 9 0	Total cost.
234 14 2	41 4 9	6 3 4	Cost to Native States Revenues . } Institutions in Native States.
6 7 1	..	0 8 8	Cost to Local and Municipal Funds } Institutions in Native States.
249 7 7	42 15 2	8 0 10	Total cost.
112 14 9	3 1 7	1 10 8	Cost to Provincial Revenues . } Aided Institutions.
0 7 11	1 8 4	0 15 4	Cost to Local and Municipal Funds } Aided Institutions.
195 6 0	13 5 3	8 1 2	Total cost.
77 6 8	16 10 11	8 13 0	Total cost . . . . . Unaided Institutions.
122 11 1	9 11 1	2 10 3	Cost to Provincial Revenues . } All Institutions.
12 11 4	1 10 2	1 12 11	Cost to Local and Municipal Funds } All Institutions.
151 10 1	21 13 10	9 4 11	Total cost.

Colleges, Schools and Scholars in the several provinces o

CLASS OF INSTITUTIONS.	PUBLIC I					
	UNDER PUBLIC					
	Managed by Government.				Managed by Local Funds	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
UNIVERSITY EDUCATION.						
Arts Colleges.						
English	23	6,543	6,350	5,701	5	33[illegible]
Oriental	2	362	356	288	..	..
Colleges for Professional Training.						
Law	11	1,847	1,809	1,642	1	1[illegible]
Medicine	4	1,396	1,428	1,390	..	..
Engineering	4	1,187	1,173	1,115	..	..
Teaching	9	509	513	486	..	..
Agriculture	3	267	273	238	..	..
Veterinary	1	198	202	183	..	..
Total	57	12,309	12,104	11,053	6	34[illegible]
SCHOOL EDUCATION, GENERAL.						
Secondary Schools.						
For Boys—						
High Schools	198	63,600	61,120	53,129	55	20,7[illegible]
Middle Schools { English	77	11,971	11,734	10,230	303	44,3[illegible]
Middle Schools { Vernacular	68	6,052	5,750	4,951	848	110,9[illegible]
For Girls—						
High Schools	12	1,752	1,597	1,282	..	..
Middle Schools { English	3	365	340	254	2	1[illegible]
Middle Schools { Vernacular	22	2,013	1,879	1,481	12	1,[illegible]
Total	380	85,753	82,420	71,327	1,220	177,7[illegible]
Primary Schools.						
For Boys	505	25,773	24,878	19,876	26,115	1,564,[illegible]
For Girls	569	41,810	39,903	28,138	1,749	86,[illegible]
Total	1,074	67,583	64,781	48,014	27,864	1,651,[illegible]
SCHOOL EDUCATION, SPECIAL.						
Training Schools for Masters	335	9,327	8,860	8,079	128	[illegible]
Training Schools for Mistresses	24	617	587	503	3	[illegible]
Schools of Art	4	1,234	1,229	974	..	..
Law Schools	1	10	11	10	..	..
Medical Schools	11	1,853	1,808	1,695	..	..
Engineering and Surveying Schools	6	705	713	618	..	..
Technical and Industrial Schools	25	1,365	1,264	1,065	39	2,4[illegible]
Commercial Schools	4	439	492	438	1	1[illegible]
Agricultural Schools	..	..	..	..	..	..
Reformatory Schools	7	1,294	1,317	1,231	..	..
Other Schools	63	5,257	5,252	4,227	5	1[illegible]
Total	480	22,081	21,533	18,840	176	3,[illegible]
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	1,991	187,726	180,838	149,234	29,266	1,833,[illegible]

TABLE III.

British India for the official year 1911-12.

STITUTIONS.						
MANAGEMENT.						
and Municipal Boards.		Maintained by Native States.				CLASS OF INSTITUTIONS.
Average Number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	
8	9	10	11	12	13	1
						UNIVERSITY EDUCATION.
						Arts Colleges.
332	297	3	414	352	307	English.
..	..	..	..	..	..	Oriental.
						Colleges for Professional Training.
12	10	..	..	..	..	Law.
..	..	..	..	..	..	Medicine.
..	..	..	..	..	..	Engineering.
..	..	..	..	..	..	Teaching.
..	..	..	..	..	..	Agriculture.
..	..	..	..	..	..	Veterinary.
344	307	3	414	352	307	Total.
						SCHOOL EDUCATION, GENERAL.
						Secondary Schools.
						For Boys—
20,317	18,017	37	9,203	8,559	7,322	High Schools.
43,242	36,683	124	8,344	8,159	6,763	English } Middle Schools.
105,264	82,059	13	2,020	1,973	1,358	Vernacular } Middle Schools.
						For Girls—
..	..	..	..	..	..	High Schools.
143	94	2	62	45	37	English } Middle Schools.
1,393	1,106	..	..	..	..	Vernacular } Middle Schools.
170,359	137,959	176	19,629	18,736	15,480	Total.
						Primary Schools.
1,476,770	1,138,695	2,889	176,770	169,436	128,460	For Boys.
81,801	58,151	275	21,508	20,233	13,652	For Girls.
1,558,571	1,196,846	3,164	198,478	189,669	142,112	Total.
						SCHOOL EDUCATION, SPECIAL.
933	897	2	71	73	70	Training Schools for Masters.
24	22	1	28	24	23	Training Schools for Mistresses.
..	..	..	..	..	..	Schools of Art.
..	..	..	..	..	..	Law Schools.
..	..	..	..	..	..	Medical Schools.
..	..	..	..	..	..	Engineering and Surveying Schools.
2,313	1,762	5	313	289	152	Technical and Industrial Schools.
110	102	..	..	..	..	Commercial Schools.
..	..	..	..	..	..	Agricultural Schools.
..	..	..	..	..	..	Reformatory Schools
164	98	19	362	363	239	Other Schools.
3,544	2,881	27	774	749	484	Total.
1,732,818	1,337,993	3,370	219,295	209,506	158,383	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.

Colleges, Schools and Scholars in the several provin[ces]

Class of Institutions.	Public Institutions. Under Private Management. Aided by Government, by Local Funds or Municipal Boards. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	14	15	16	17	18	19	20	21
University Education.								
Arts Colleges.								
English	62	13,642	13,109	11,425	30	7,264	6,816	[illegible]
Oriental	13	892	813	640	2	198	139	[illegible]
Colleges for Professional Training								
Law	..	..	..	..	10	1,177	1,156	[illegible]
Medicine	..	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..	..
Teaching	3	43	45	41	..	..	..	..
Agriculture	..	..	..	..	..	..	..	..
Veterinary	..	..	..	..	..	..	..	..
Total	78	14,577	13,967	12,106	42	8,639	8,111	[illegible]
School Education, General.								
Secondary Schools.								
For Boys— High Schools	585	187,228	179,155	154,354	344	109,788	100,144	[illegible]
Middle Schools — English	1,395	157,091	149,305	124,060	565	55,861	51,068	[illegible]
Middle Schools — Vernacular	1,186	81,426	80,233	74,486	76	5,630	5,454	[illegible]
For Girls— High Schools	112	14,139	13,688	12,036	11	1,312	1,197	[illegible]
Middle Schools — English	171	15,982	15,337	13,324	15	649	622	[illegible]
Middle Schools — Vernacular	131	12,049	11,573	9,969	3	133	127	[illegible]
Total	3,580	467,915	449,291	388,229	1,014	173,373	158,612	[illegible]
Primary Schools.								
For Boys	65,650	2,352,243	2,231,764	1,866,687	15,533	403,556	369,670	[illegible]
For Girls	8,963	281,565	266,791	213,327	1,330	33,459	30,681	[illegible]
Total	74,613	2,633,808	2,498,555	2,080,014	16,863	437,015	400,351	[illegible]
School Education, Special.								
Training Schools for Masters	24	977	911	817	1	33	36	
Training Schools for Mistresses	49	751	696	653	8	88	86	
Schools of Art	2	301	352	292	2	67	58	
Law Schools	..	..	..	..	..	..	..	..
Medical Schools	5	334	211	203	8	1,693	1,570	[illegible]
Engineering and Surveying Schools.	6	112	121	97	2	109	111	
Technical and Industrial Schools	141	6,657	6,433	5,487	32	1,278	1,125	[illegible]
Commercial Schools	6	357	155	122	17	610	533	
Agricultural Schools	1	11	12	12	..	..	..	..
Reformatory Schools	..	..	..	..	..	..	..	..
Other Schools	3,964	111,496	104,837	86,519	1,247	28,469	25,597	[illegible]
Total	4,198	120,996	113,728	94,202	1,317	32,[illegible]47	29,116	[illegible]
Total of Colleges and Schools of Public Instruction.	82,469	3,237,296	3,075,541	2,574,551	[illegible]9,236	651,374	59[illegible],190	[illegible]

PRIVATE INSTITUTIONS

1. Advanced teaching—
   - (a) Arabic or Persian
   - (b) Sanskrit
   - (c) Any other Oriental Classic
2. Elementary teaching—
   - (a) A vernacular only or mainly. For Boys / " Girls
   - (b) The Koran only. " Boys / " Girls
3. Other Schools not conforming to Departmental Standards. " Boys / " Girls

Total

Grand total

TABLE III—*contd.*

of British India for the official year 1911-12—contd.

Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning: English.	A Classical Language.	A Vernacular Language.	Number of girls in boys' schools.	Number of boys in girls' schools.	Class of Institutions.
22	23	24	25	26	27	28	1
							University Education.
							Arts Colleges.
123	28,196	27,910	17,902	14,805	136	..	English.
17	1,452	249	1,349	99	..	..	Oriental.
							Colleges for Professional Training.
22	3,036	2,564	..	14	..	..	Law.
4	1,396	680	..	..	55	..	Medicine.
4	1,187	584	..	43	..	..	Engineering.
12	552	471	36	138	5	..	Teaching.
3	267	85	..	30	..	..	Agriculture.
1	198	..	..	..	..	..	Veterinary.
186	36,284	32,543	19,287	15,129	196	..	Total.
							School Education, General.
							Secondary Schools.
							For Boys—
1,219	390,562	358,210	160,568	371,308	1,615	..	High Schools.
2,464	277,586	193,962	34,326	267,644	4,475	..	English Middle Schools.
2,191	206,070	2,048	33,812	206,691	13,215	..	Vernacular Middle Schools.
							For Girls—
135	17,203	15,641	4,072	9,274	..	1,934	High Schools.
193	17,215	13,786	1,044	9,433	..	2,182	English Middle Schools.
168	15,734	566	1,920	15,592	..	1,930	Vernacular Middle Schools.
6,370	924,370	583,313	235,742	879,942	19,305	6,046	Total.
							Primary Schools.
110,692	4,522,648	48,393	192,296	4,524,886	339,278	..	For Boys.
12,886	465,494	11,618	26,060	461,651	..	19,269	For Girls.
123,578	4,988,142	60,011	218,356	4,986,537	339,278	19,269	Total.
							School Education, Special.
490	11,365	892	1,961	11,330	70	..	Training School for Masters.
85	1,508	269	101	1,325	..	..	Training School for Mistresses.
8	1,602	387	..	628	56	..	Schools of Art.
1	10	10	..	..	..	..	Law Schools.
24	3,860	1,702	189	1,062	35	..	Medical Schools.
14	926	765	..	142	..	..	Engineering and Surveying Schools.
242	12,064	1,682	197	7,657	130	..	Technical and Industrial Schools.
28	1,543	1,200	..	90	4	15	Commercial Schools.
1	11	..	..	11	..	..	Agricultural Schools.
7	1,294	12	..	1,139	..	..	Reformatory Schools.
5,298	145,746	6,996	93,883	118,857	9,676	588	Other Schools.
6,198	179,929	14,005	96,331	142,241	9,971	603	Total.
136,332	6,128,725	689,872	569,716	6,023,849	368,750	25,918	Total of Colleges and Schools of Public Instruction.
							PRIVATE INSTITUTIONS.
							1. Advanced Teaching—
1,446	34,378	244	32,427	6,161	892	..	(a) Arabic or Persian.
1,178	20,348	314	19,457	2,184	167	13	(b) Sanskrit.
10	474	96	378	..	184	..	(c) Any other Oriental Classic.
							2. Elementary Teaching—
26,263	354,693	2,093	93,767	350,659	9,123	..	For Boys (a) Vernacular only or mainly.
494	12,341	47	912	12,018	..	586	" Girls (a) Vernacular only or mainly.
6,944	142,774	86	130,267	15,988	26,247	..	" Boys (b) The Koran only.
1,344	25,632	50	24,969	1,556	..	4,167	" Girls (b) The Koran only.
2,115	56,345	12,135	7,638	48,219	2,051	..	" Boys (3) Other Schools not conforming to Departmental Standards.
99	5,011	713	782	4,554	..	301	" Girls (3) Other Schools not conforming to Departmental Standards.
39,893	651,996	15,778	310,597	441,334	38,664	5,067	Total.
176,225	6,780,721	705,650	880,313	6,465,183	407,414	30,985	Grand Total.

Number of scholars on 31st March 1912, in the several provinces

—		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
UNIVERSITY EDUCATION.									
Arts Colleges.									
English	Male	134	779	10,059	13,124	2,761	227	477	356
	Female	74	90	28	48	3	..	23	13
Oriental	Male	..	..	1,088	23	331	1	..	9
	Female	..	..	..	..	..	..	..	..
Colleges for Professional Training.									
Law	Male	4	34	1,173	1,509	268	..	33	15
	Female	..	..	..	..	..	..	..	..
Medicine	Male	146	36	328	649	49	1	115	17
	Female	27	11	3	3	..	..	8	3
Engineering	Male	109	23	465	475	80	..	30	5
	Female	..	..	..	..	..	..	..	
Teaching	Male	17	17	192	171	98	..	..	22
	Female	30	4	..	1	..	..	..	..
Agriculture	Male	..	8	79	131	34	..	4	11
	Female	..	..	..	..	..	..	..	..
Veterinary	Male	..	2	1	18	135	..	..	42
	Female	..	..	..	..	..	..	..	..
Total		541	1,004	13,416	16,152	3,759	229	690	493
SCHOOL EDUCATION, GENERAL.									
Secondary Schools.									
For Boys.									
High Schools	Male	7,509	12,388	101,949	181,678	67,379	6,978	4,315	6,751
	Female	521	423	153	114	5	203	50	146
Middle Schools—									
English	Male	5,201	10,456	48,952	128,784	65,646	8,202	1,099	4,771
	Female	1,666	1,438	265	534	74	292	156	50
Vernacular	Male	12	3,659	25,243	84,068	36,482	38,353	2	5,056
	Female	1	1,012	101	496	308	11,287	..	10
For Girls.									
High Schools	Male	1,226	184	79	144	28	172	62	39
	Female	6,419	3,812	696	2,200	178	284	1,185	495
Middle Schools—									
English	Male	1,290	330	38	70	7	382	42	23
	Female	4,824	6,717	459	1,325	210	407	377	214
Vernacular	Male	2	64	19	76	48	1,717	..	4
	Female	1	2,761	1,432	6,258	916	2,001	4	431
Total		28,672	43,244	179,386	406,227	171,281	70,278	7,292	17,990
Primary Schools.									
For Boys	Male	1,187	84,184	427,655	2,543,140	881,448	110,261	3,672	131,823
	Female	599	29,885	43,765	178,263	43,265	36,509	644	6,348
For Girls	Male	734	2,275	887	5,096	2,813	6,770	448	246
	Female	1,266	22,464	70,433	232,576	95,242	12,743	3,952	7,549
Total		3,786	138,808	542,740	2,959,075	1,022,768	166,283	8,716	145,966

BLE III-A.

itish India, classified according to sex, race, or creed.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
SCHOOL EDUCATION, SPECIAL.										
raining Schools	Male	6	1,031	3,090	4,700	2,012	209	2	246	11,296
	Female	189	798	173	274	92	25	2	24	1,577
chools of Art	Male	10	87	274	916	164	6	41	48	1,546
	Female	20	13	..	1	..	..	22	..	56
aw Schools	Male	1	1	1	4	1	2	..	..	10
	Female	..	..	..	..	..	..	..	..	..
ledical Schools	Male	..	75	970	1,976	557	2	10	43	3,633
	Female	7	161	..	19	40	..	..	..	227
ngineering and Surveying Schools.	Male	88	3	142	553	78	36	..	26	926
	Female	..	..	..	..	..	..	..	..	..
echnical and Industrial Schools.	Male	324	1,986	792	3,052	2,334	22	137	400	9,047
	Female	201	1,372	75	853	186	130	..	200	3,017
ommercial Schools	Male	35	31	450	543	108	5	105	8	1,285
	Female	223	28	..	..	..	1	..	6	258
gricultural Schools	Male	..	11	..	..	..	..	..	..	11
	Female	..	..	..	..	..	..	..	..	..
eformatory Schools	Male	1	27	47	770	353	52	..	44	1,294
	Female	..	..	..	..	..	..	..	..	..
ther Schools	Male	90	323	15,889	12,734	92,910	2,322	88	157	124,513
	Female	105	112	119	369	29,355	132	40	1	21,233
	Total	1,300	6,059	22,022	26,764	119,190	2,944	447	1,203	179,929
otal of Colleges and Schools of Public Instruction.		34,299	189,115	757,564	3,408,218	1,316,998	239,734	17,145	165,652	6,128,725
PRIVATE INSTITUTIONS.										
Advanced Teaching.										
a) Arabic or Persian	Male	..	2	234	1,767	31,216	..	..	9	33,228
	Female	..	..	1	..	1,149	..	..	..	1,150
) Sanskrit	Male	..	10	16,749	2,969	25	..	..	21	19,774
	Female	..	..	314	247	13	..	..	..	574
) Any other Oriental Classic.	Male	..	..	..	186	..	..	104	..	290
	Female	..	..	..	176	..	..	8	..	184
Elementary Teaching.										
Vernacular only or mainly—										
For Boys	Male	2	3,620	14,228	136,902	21,048	165,617	95	4,058	345,570
	Female	..	540	676	5,286	1,183	1,261	54	123	9,123
For Girls	Male	..	25	17	183	35	308	..	18	586
	Female	..	522	1,272	7,236	1,342	676	..	707	11,755
Elementary Teaching.										
he Koran only—										
For Boys	Male	..	..	488	798	115,222	..	..	41	116,549
	Female	..	..	..	5	26,220	..	..	..	26,225
For Girls	Male	..	..	..	..	4,268	..	..	..	4,268
	Female	..	..	46	92	21,219	..	..	7	21,364
THER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.										
For Boys	Male	7	2,193	6,492	32,345	10,025	1,556	52	1,624	54,294
	Female	..	370	116	1,131	354	35	..	45	2,051
For Girls	Male	27	..	12	77	59	126	..	..	301
	Female	37	408	685	2,442	775	168	2	193	4,710
	Total	73	7,690	41,330	191,842	234,153	169,747	315	6,846	651,996
GRAND TOTAL		34,372	196,805	798,894	3,600,060	1,551,151	409,481	17,460	172,498	6,780,721

GENERA[illegible]

Number of European Colleges, Schools and Scholars in the seve[illegible]

Class of Institutions.	Public I[illegible]			
	Managed by Government.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5
University Education.				
Arts Colleges.				
English	..	..	..	..
Colleges for Professional Training.				
Teaching	1	15	14	14
Total	1	15	14	14
School Education, General.				
Secondary Schools.				
For Boys—				
High Schools	3	697	660	[illegible]
Middle Schools, English	1	185	183	[illegible]
For Girls—				
High Schools	2	371	344	[illegible]
Middle Schools, English	1	119	120	[illegible]
Total	7	1,372	1,307	[illegible]
Primary Schools.				
For Boys	..	..	..	..
For Girls	1	29	28	[illegible]
Total	1	29	28	[illegible]
School Education, Special.				
Training Schools for Mistresses	1	20	20	[illegible]
Engineering and Surveying Schools	..	..	..	..
Technical and Industrial Schools	1	6	6	6
Commercial Schools	1	3	[illegible]	3
Other Schools	..	..	..	..
Total	3	29	29	[illegible]
Total of Colleges and Schools of Public Instruction	12	1,445	1,378	[illegible]

TABLE III-B.

Provinces of British India for the official year 1911-12.

STITUTIONS.										
UNDER PRIVATE MANAGEMENT.								Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	CLASS OF INSTITUTIONS.
Aided by Government, by Local Funds or Municipal Boards.				Unaided.						
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			
6	7	8	9	10	11	12	13	14	15	1
										UNIVERSITY EDUCATION.
										Arts Colleges.
3	14	17	17	3	13	11	9	6	27	English.
										Colleges for Professional Training.
2	30	32	31	..	..	..	..	3	45	Teaching.
5	44	49	48	3	13	11	9	9	72	TOTAL.
										SCHOOL EDUCATION, GENERAL.
										Secondary Schools.
										For Boys—
48	6,715	6,515	5,901	4	702	679	624	55	8,114	High Schools.
65	6,211	6,001	5,292	2	34	56	49	68	6,430	Middle Schools, English.
										For Girls—
65	7,714	7,634	6,868	2	73	79	64	69	8,158	High Schools.
74	5,859	5,689	5,024	6	224	218	192	81	6,202	Middle Schools, English.
252	26,499	25,839	23,085	14	1,033	1,032	929	273	28,904	TOTAL.
										Primary Schools.
32	1,546	1,423	1,283	3	36	28	23	35	1,582	For Boys.
40	1,895	1,894	1,575	1	21	23	16	42	1,945	For Girls.
72	3,441	3,317	2,858	4	57	51	39	77	3,527	TOTAL.
										SCHOOL EDUCATION, SPECIAL.
6	82	87	81	..	..	..	..	7	102	Training Schools for Mistresses.
2	50	62	54	1	22	24	24	3	72	Engineering and Surveying Schools.
13	469	501	453	..	..	..	..	14	475	Technical and Industrial Schools.
3	263	68	50	..	..	..	..	4	266	Commercial Schools.
3	133	93	54	..	..	..	..	3	133	Other Schools.
27	997	811	692	1	22	24	24	31	1,048	TOTAL.
356	30,981	30,016	26,683	22	1,125	1,118	1,001	390	33,551	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.

PRIVATE INSTITUTIONS.	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.
Other Schools not conforming to Departmental Standards—		
For Boys	2	105
For Girls	2	64
TOTAL	4	169
GRAND TOTAL	394	33,720

Number of European Colleges, Schools and Scholars in the se[illegible]

Class of Institutions.	Number of Scholars on the 31st of March learning			Number of girls in boys' schools.	Number of boys in girls' schools.
	English.	A Classical Language.	A Vernacular Language.		
1	16	17	18	19	20
University Education.					
Arts Colleges.					
English	27	21	..	1	..
Colleges for Professional Training.					
Teaching	45	36	24	..	..
Total	72	57	24	1	..
School Education, General.					
Secondary Schools.					
For Boys—					
High Schools	8,114	3,092	4,403	545	..
Middle Schools, English	6,395	1,256	2,189	1,649	..
For Girls—					
High Schools	8,156	3,140	713	..	[illegible]
Middle Schools, English	6,202	675	911	..	[illegible]
Total	28,867	8,163	8,216	2,194	[illegible]
Primary Schools.					
For Boys	1,582	165	407	573	[illegible]
For Girls	1,945	139	46	..	[illegible]
Total	3,527	304	453	573	[illegible]
School Education, Special.					
Training Schools for Mistresses	102	2	..	..	..
Engineering and Surveying Schools	72	..	18	..	..
Technical and Industrial Schools	446	..	7	..	..
Commercial Schools	243	..	..	..	..
Other Schools	133	..	..	..	..
Total	996	2	25	..	..
Total of Colleges and Schools of Public Instruction	33,462	8,526	8,718	2,768	[illegible]
Private Institutions.					
Other Schools not conforming to Departmental Standards.					
For Boys	105	26	..	..	[illegible]
For Girls	64	..	..	..	[illegible]
Total	169	26	..	..	[illegible]
GRAND TOTAL	33,631	8,552	8,718	2,768	[illegible]

TABLE III-B—*contd.*

provinces of British India for the official year 1911-12—contd.

Classification of scholars on the 31st March according to race or creed.		Hindus.						
Europeans and Anglo-Indians.	Indian Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Class of Institutions.
21	22	23	24	25	26	27	28	1
								University Education.
								Arts Colleges.
26	..	..	1	..	..	..	..	English.
								Colleges for Professional Training.
45	..	..	..	..	..	..	..	Teaching.
71	..	..	1	..	..	..	..	Total.
								School Education, General.
								Secondary Schools.
								For Boys—
7,484	134	29	62	94	107	113	91	High Schools.
6,030	49	21	31	44	20	32	203	Middle Schools, English.
								For Girls—
7,469	185	72	53	33	71	144	131	High Schools.
5,874	86	42	11	11	31	108	39	Middle Schools, English.
26,857	454	164	157	182	229	397	464	Total.
								Primary Schools.
1,515	37	3	..	3	..	21	3	For Boys.
1,861	14	4	..	8	9	40	9	For Girls.
3,376	51	7	..	11	9	61	12	Total.
								School Education, Special.
100	1	..	..	..	..	1	..	Training Schools for Mistresses.
72	..	..	..	..	..	..	..	Engineering and Surveying Schools.
443	15	6	9	2	..	..	..	Technical and Industrial Schools.
232	27	..	..	..	..	1	6	Commercial Schools.
129	2	2	..	..	..	..	..	Other Schools.
976	45	8	9	2	..	3	6	Total.
31,280	550	179	167	195	238	460	482	Total of Colleges and Schools of Public Instruction.
								Private Institutions.
								Other Schools not conforming to Departmental Standards.
7	..	..	..	..	..	..	98	For Boys.
64	..	..	..	..	..	..	..	For Girls.
71	..	..	..	..	..	..	98	Total.
31,351	550	179	167	195	238	460	580	Grand Total.

GENER

Expenditure (in rupees) on Public Instruction in the se

Objects of Expenditure.	PUB… UNDER PU… Managed by Government. Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.							
Arts Colleges.							
English	12,45,880	..	..	5,61,724	1,300	33,840	18,42,
Oriental	18,537	..	..	..	..	240	18,7
Colleges for Professional Training.							
Law	32,652	..	..	1,35,642	..	1,894	1,70,
Medicine	4,89,855	3,770	3,437	1,60,670	..	2,732	6,60,
Engineering	6,96,126	..	..	58,890	..	15,777	7,70,
Teaching	2,85,161	674	201	319	..	2,930	2,89,
Agriculture	1,70,103	250	..	7,951	..	..	1,78,
Veterinary	35,714	..	..	7,621	..	30,069	73,4
Total	29,74,028	4,694	3,638	9,32,817	1,300	87,482	40,03,
School Education, General.							
Secondary Schools.							
For Boys—							
High Schools	14,42,725	3,654	13,122	13,27,162	4,250	42,225	28,33,
Middle Schools, English	2,59,738	506	1,644	1,64,640	7,140	363	4,33,
Middle Schools, Vernacular	77,802	1,305	232	13,473	276	..	93,
For Girls—							
High Schools	95,990	300	..	16,483	2,784	10,727	1,26,
Middle Schools, English	15,906	..	..	21,951	..	..	37,
Middle Schools, Vernacular	29,224	..	19	980	356	..	30,
Total	19,21,585	5,765	14,917	15,44,689	14,806	53,315	35,54,
Primary Schools.							
For Boys	2,52,285	348	95	25,132	23	1,278	2,79,
For Girls	3,41,854	1,387	537	7,349	1,040	2,021	3,54,
Total	5,94,138	1,735	632	32,431	1,063	3,299	6,33,
School Education, Special.							
Training Schools for Masters	11,69,523	48,776	2,554	17,911	699	4,309	12,43,
Training Schools for Mistresses	1,48,612	7,121	1,722	252	1,303	8,22[illegible]	1,67,
Schools of Art	1,64,049	..	..	17,564	..	14,[illegible]3	1,96,
Law Schools	4,441	..	..	1,559	..	..	6,0
Medical Schools	2,43,599	2,800	..	37,434	..	11,954	2,95,
Engineering and Surveying Schools	1,46,921	..	..	16,190	..	4,290	1,67,
Technical and Industrial Schools	1,75,502	1,088	..	7,548	458	17,919	2,02,
Commercial Schools	20,591	..	..	13,252	..	..	33,8
Agricultural Schools	..	..	..	..	..	..	..
Reformatory Schools	2,37,666	..	1,426	..	..	10,075	2,49,1
Other Schools	1,54,074	..	2,800	51,919	..	19,399	2,28,1
Total	24,64,978	59,785	8,502	1,63,629	2,460	91,116	27,90,
Buildings	32,69,194	34,774	173	35	2,200	16,592	33,22,
Furniture and apparatus (special grants only).	3,00,187	..	2,371	16,976	2,206	9,665	3,31,4
Total	35,69,381	34,774	2,544	17,011	4,406	26,257	36,54,
Total Expenditure on Public Instruction.	1,15,23,911	1,06,753	30,233	26,90,627	24,035	2,61,469	1,46,37,

TABLE IV.

provinces of British India for the official year 1911-12.

INSTITUTIONS.							
MANAGEMENT.							
Managed by Local Funds and Municipal Boards.							OBJECTS OF EXPENDITURE.
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL.	
9	10	11	12	13	14	15	1
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	UNIVERSITY EDUCATION.
							Arts Colleges.
2,871	1,200	6,467	26,141	75	4,752	41,506	English.
..	..	..	..	..	..	..	Oriental.
							Colleges for Professional Training.
..	..	..	821	..	..	821	Law.
..	..	..	..	..	..	..	Medicine.
..	..	..	..	..	..	..	Engineering.
..	..	..	..	..	..	..	Teaching.
..	..	..	..	..	..	..	Agriculture.
..	..	..	..	..	..	..	Veterinary.
2,871	1,200	6,467	26,962	75	4,752	42,327	Total.
							SCHOOL EDUCATION, GENERAL.
							Secondary Schools.
							For Boys—
54,359	18,919	87,657	3,75,493	289	4,259	5,40,976	High Schools.
39,280	1,07,561	1,58,109	3,83,105	11,066	4,770	7,03,891	English Middle Schools.
..	6,38,897	62,504	1,84,012	4,672	1,481	8,91,566	Vernacular Middle Schools.
							For Girls—
..	..	..	..	..	..	..	High Schools.
1,045	..	7,254	115	462	..	8,876	English Middle Schools.
1,783	1,866	14,514	67	..	..	18,230	Vernacular Middle Schools.
96,467	7,67,243	3,30,038	9,42,792	16,489	10,510	21,63,539	Total.
							Primary Schools.
19,55,667	45,73,651	10,37,822	6,67,803	32,900	16,095	82,83,938	For Boys.
1,32,446	2,44,459	2,72,737	668	2,095	1,625	6,54,030	For Girls.
20,88,113	48,18,110	13,10,559	6,68,471	34,995	17,720	89,37,968	Total.
							SCHOOL EDUCATION, SPECIAL.
..	90,210	716	116	..	2	91,044	Training Schools for Masters.
921	276	3,608	..	..	..	4,805	Training Schools for Mistresses.
..	..	..	..	..	..	..	Schools of Arts.
..	..	..	..	..	..	..	Law Schools.
..	..	..	..	..	..	..	Medical Schools.
..	..	..	..	..	..	..	Engineering and Surveying Schools
18,656	53,772	20,287	10,452	3,373	20,678	1,27,218	Technical and Industrial Schools.
878	..	544	1,074	..	..	2,496	Commercial Schools.
..	..	..	..	..	..	..	Agricultural Schools.
..	..	..	..	..	..	..	Reformatory Schools.
2,488	14	2,383	18	..	..	4,903	Other Schools.
22,943	1,44,272	27,538	11,660	3,373	20,680	2,30,466	Total.
88,610	14,64,899	2,13,329	238	24,395	5,025	17,96,496	*Buildings.*
44,432	1,38,192	23,569	255	864	765	2,08,077	*Furniture and Apparatus* (special grants only).
1,33,042	16,03,091	2,36,898	493	25,259	5,790	20,04,573	Total.
23,43,436	73,33,916	19,11,500	16,50,378	80,191	59,452	1,33,78,873	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

GENER[illegible]

Expenditure (in rupees) on Public Instruction in the seve[illegible]

OBJECTS OF EXPENDITURE.	PUBLIC I[illegible]						
	UNDER PUBLIC MANAGEMENT.						
	Managed by Native States.						
	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL.
1	16	17	18	1	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.							
Arts Colleges.							
English	67,718	..	..	13,407	..	986	82,111
Oriental	..	..	..	..	..	..	..
Colleges for Professional Training.							
Law	..	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..
Teaching	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..
Veterinary	..	..	..	..	..	..	..
Total	67,718	..	..	13,407	..	986	82,111
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys—							
High Schools	2,19,908	3,250	7,739	1,12,485	1,307	12,042	3,56,731
Middle Schools { English	1,03,074	4,787	6,089	43,504	2,254	8,349	1,68,05[illegible]
Middle Schools { Vernacular	6,669	1,878	1,508	642	..	180	10,877
For Girls—							
High Schools	9,260	..	..	80	31	103	9,47[illegible]
Middle Schools { English	..	..	..	..	..	..	..
Middle Schools { Vernacular	..	..	..	..	..	..	..
Total	3,38,911	9,915	15,336	1,56,711	3,592	20,674	5,45,1[illegible]
Primary Schools.							
For Boys	7,32,626	75,889	4,804	52,090	5,205	16,369	8,86,98[illegible]
For Girls	1,11,487	4,695	2,449	21	646	1,276	1,20,5[illegible]
Total	8,44,113	80,584	7,253	52,111	5,851	17,645	10,07,5[illegible]
SCHOOL EDUCATION, SPECIAL.							
Training Schools for Masters	12,655	625	..	62	..	33	13,37[illegible]
Training Schools for Mistresses	10,129	..	..	9	..	686	10,82[illegible]
Schools of Art	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..
Engineering and Surveying Schools.	..	..	..	..	..	..	..
Technical and Industrial Schools	23,054	..	..	16	34	576	23,68[illegible]
Commercial Schools	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..
Reformatory Schools	..	..	..	..	..	..	..
Other Schools	3,871	..	..	408	..	44	4,32[illegible]
Total	49,709	625	..	495	34	1,339	52,2[illegible]
Buildings	1,08,434	1,330	..	344	100	491	1,10,69[illegible]
Furniture and Apparatus (special grants only).	31,325	40	1,493	1,364	..	217	34,439
Total	1,39,759	1,370	1,493	1,708	100	708	1,45,13[illegible]
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	14,40,210	92,494	24,082	2,24,432	9,577	41,352	18,32,14[illegible]

TABLE IV—*contd.*

provinces of British India for the official year 1911-12—contd.

STITUTIONS—*contd.*

UNDER PRIVATE MANAGEMENT.							OBJECTS OF EXPENDITURE.
Aided by Government or by Local or Municipal Boards.							
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	
23	24	25	26	27	28	29	1
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	UNIVERSITY EDUCATION.
							Arts Colleges.
4,46,914	22,150	27,141	8,77,464	1,06,545	6,04,099	20,84,313	English.
35,196	..	175	247	9,425	1,918	46,961	Oriental.
							Colleges for Professional Training.
..	..	..	..	..	..	..	Law.
..	..	..	..	..	..	..	Medicine.
..	..	..	..	..	..	..	Engineering
13,082	..	..	2,823	..	6,349	22,254	Teaching.
..	..	..	..	..	..	..	Agriculture.
..	..	..	..	..	..	..	Veterinary.
4,95,192	22,150	27,316	8,80,534	1,15,970	6,12,366	21,53,528	Total.
							SCHOOL EDUCATION, GENERAL.
							Secondary Schools.
							For Boys—
9,98,537	14,404	1,48,352	33,97,392	3,41,445	7,70,811	56,70,941	High Schools.
4,78,823	1,92,386	1,28,107	14,08,172	3,62,854	4,20,124	29,90,466	English Middle Schools.
1,06,041	1,44,029	58,107	1,45,244	38,179	23,925	5,15,525	Vernacular Middle Schools.
							For Girls—
4,04,902	..	7,180	5,39,062	99,109	2,68,111	13,18,364	High Schools.
2,26,510	200	28,939	2,12,300	1,10,759	2,25,158	8,03,866	English Middle Schools.
48,440	14,238	28,306	11,985	41,090	34,118	1,78,177	Vernacular Middle Schools.
22,63,253	3,65,257	3,98,991	57,14,155	9,93,436	17,42,247	1,14,77,339	Total.
							Primary Schools.
15,03,204	13,44,556	2,75,161	28,06,018	4,46,810	12,69,626	76,45,375	For Boys.
3,43,311	2,39,176	1,08,301	1,18,782	1,88,111	5,61,565	15,59,246	For Girls.
18,46,515	15,83,732	3,88,462	29,24,800	6,34,921	18,31,191	92,04,621	Total.
							SCHOOL EDUCATION, SPECIAL.
79,825	..	..	158	8,441	45,458	1,33,882	Training Schools for Masters.
1,01,644	68	390	12,464	27,317	38,201	1,80,084	Training Schools for Mistresses.
..	..	340	23,294	7,500	8,050	39,184	Schools of Art.
..	..	..	..	..	..	..	Law Schools.
16,114	1,240	3,152	9,240	85,835	7,868	1,23,449	Medical Schools.
4,545	950	150	2,610	4,200	739	13,194	Engineering and Surveying Schools.
2,08,835	14,898	32,468	47,589	69,038	3,32,050	7,04,878	Technical and Industrial Schools.
6,875	..	..	4,669	2,281	2,593	16,418	Commercial Schools.
160	..	..	141	..	1,373	1,674	Agricultural Schools.
..	..	..	..	..	..	..	Reformatory Schools.
1,10,664	92,995	24,691	1,63,555	97,856	1,06,091	5,95,852	Other Schools.
5,28,662	1,10,151	61,191	2,63,720	3,02,468	5,42,423	18,08,615	Total.
10,65,538	60,385	35,430	33,272	2,36,410	8,40,374	22,71,409	*Buildings.*
5,15,037	25,443	6,566	37,059	38,498	1,44,502	7,67,096	*Furniture and Apparatus* (special grants only).
15,80,575	85,828	41,996	70,322	2,74,908	9,84,876	30,38,505	Total.
67,14,197	21,67,118	9,12,956	98,53,531	23,21,703	57,13,103	2,76,82,608	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

Expenditure (in rupees) on Public Instruction in the several provin[ces]

Objects of Expenditure.	Public Institutions—*concld.* Under Private Management. Unaided. Fees.	Subscriptions.	Endowments and other sources.	Total.	Tota[l] Provincial Revenues.	Local Funds.
1	30	31	32	33	34	35
	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
University Education.						
Arts Colleges.						
English	3,64,018	55,966	2,55,542	6,75,526	16,95,815	24,850
Oriental	..	..	6,636	6,636	53,733	..
Colleges for Professional Training.						
Law	81,351	732	5,402	87,485	32,652	..
Medicine	..	..	..	..	4,89,855	3,770
Engineering	..	..	..	..	6,96,126	..
Teaching	..	..	..	..	2,98,243	674
Agriculture	..	..	..	..	1,70,103	250
Veterinary	..	..	..	..	35,714	..
Total	4,45,369	56,698	2,67,580	7,69,647	34,72,241	29,544
School Education, General.						
Secondary Schools.						
For Boys—						
High Schools	18,19,986	1,65,585	4,04,559	23,90,130	24,95,621	36,977
Middle Schools — English	2,90,649	1,40,652	1,11,974	5,43,275	7,77,841	3,00,453
Middle Schools — Vernacular	17,499	9,991	7,268	34,758	1,83,843	7,84,231
For Girls—						
High Schools	28,785	2,000	21,456	52,241	5,00,892	300
Middle Schools — English	10,047	1,981	12,213	24,241	2,43,461	200
Middle Schools — Vernacular	565	1,023	1,598	3,186	79,447	16,104
Total	21,67,531	3,21,232	5,59,068	30,47,831	42,81,105	11,38,265
Primary Schools.						
For Boys	5,36,908	82,950	2,47,138	8,66,996	37,11,156	59,18,455
For Girls	6,219	24,713	44,722	75,654	8,17,611	4,85,022
Total	5,43,127	1,07,663	2,91,860	9,42,650	45,28,767	64,03,477
School Education, Special.						
Training Schools for Masters	..	..	2,235	2,235	12,49,348	1,38,98[illegible]
Training Schools for Mistresses	..	180	7,030	7,210	2,51,177	7,465
Schools of Art	264	..	1,728	1,992	1,64,049	..
Law Schools	..	..	..	..	4,441	..
Medical Schools	51,468	240	..	51,708	2,59,713	4,04[illegible]
Engineering and Surveying Schools.	6,157	..	5,282	11,439	1,51,466	9[illegible]
Technical and Industrial Schools	1,723	15,135	97,798	1,14,656	4,02,993	69,75[illegible]
Commercial Schools	27,330	..	2,191	29,521	28,344	..
Agricultural Schools	..	..	..	..	160	..
Reformatory Schools	..	..	..	..	2,37,666	..
Other Schools	76,315	68,078	1,29,928	2,74,321	2,67,226	93,0[illegible]
Total	1,63,257	83,633	2,46,192	4,93,082	30,16,583	3,14,20[illegible]
Buildings	5,555	80,992	6,99,704	7,86,251	44,57,014	15,61,617
Furniture and Apparatus	6,771	11,148	82,881	1,00,800	8,97,948	1,64,565
Total	12,326	92,140	7,82,585	8,87,051	53,54,962	17,26,182
Total	33,31,610	6,61,366	21,47,285	61,40,261	2,06,53,658	96,11,67[illegible]
University	..	..	..	..	1,73,526	..
Direction	..	..	..	..	6,89,056	..
Inspection	..	..	..	..	35,34,267	4,39,136
Scholarships held in—						
Arts Colleges	..	..	..	..	2,06,793	4,335
Medical Colleges	..	..	..	..	26,060	627
Other Professional Colleges	..	..	..	..	63,968	6,07[illegible]
Secondary Schools	..	..	..	..	2,46,980	1,72,0[illegible]
Primary Schools	..	..	..	..	50,089	56,65[illegible]
Medical Schools	..	..	..	..	40,787	8,2[illegible]
Technical and Industrial Schools.	..	..	..	..	38,821	18,155
Other Special Schools	..	..	..	..	14,520	3,295
Miscellaneous	..	..	..	..	12,20,283	2,59,803
Total	..	..	..	..	63,05,150	9,68,438
Total Expenditure on Public Instruction.	33,31,610	6,61,366	21,47,285	61,40,261	2,69,58,808	1,05,80,114

TABLE IV—*concld.*

of British India for the official year 1911-12—concld.

EXPENDITURE FROM					Objects of Expenditure.
Municipal Funds.	Fees.	All other sources.		Grand Total.	
		Private.	Public.		
36	37	38	39	40	1
Rs.	Rs.	Rs.	Rs.	Rs.	**University Education.** *Arts Colleges.*
33,608	18,42,754	10,16,989	1,12,184	47,26,200	English.
175	247	17,979	240	72,374	Oriental.
					Colleges for Professional Training.
..	2,17,814	3,060	4,968	2,58,494	Law.
3,437	1,60,670	2,732	..	6,60,464	Medicine.
..	58,890	15,777	..	7,70,793	Engineering.
201	3,142	9,279	..	3,11,539	Teaching.
..	7,951	..	..	1,78,304	Agriculture.
..	7,621	..	30,069	73,404	Veterinary.
37,421	22,99,089	10,65,816	1,47,461	70,51,572	Total.
					School Education, General. *Secondary Schools.*
					For Boys—
2,49,131	70,32,518	16,54,014	3,23,655	1,17,91,916	High Schools.
2,87,760	22,90,070	10,57,086	1,26,410	48,39,620	English Middle Schools.
1,20,843	3,60,370	87,540	8,487	15,45,814	Vernacular Middle Schools.
					For Girls—
7,180	5,84,330	3,81,802	22,385	14,96,889	High Schools.
36,193	2,44,493	3,44,840	15,127	8,84,314	English Middle Schools.
42,839	13,597	77,829	356	2,30,172	Vernacular Middle Schools.
7,43,946	1,05,25,878	36,03,111	4,96,420	2,07,88,725	Total.
					Primary Schools.
13,13,040	40,87,951	20,82,714	8,49,137	1,79,62,453	For Boys.
3,81,384	1,33,039	8,16,839	1,29,797	27,63,692	For Girls.
16,94,424	42,20,990	28,99,553	9,78,934	2,07,26,145	Total
					School Education, Special.
3,270	18,247	59,943	14,514	14,84,308	Training Schools for Masters.
5,720	12,725	74,263	18,810	3,70,160	Training Schools for Mistresses.
340	41,122	32,221	..	2,37,732	Schools of Art.
..	1,559	..	..	6,090	Law Schools.
3,152	98,142	1,05,897	..	4,70,944	Medical Schools.
150	24,957	13,233	1,278	1,92,034	Engineering and Surveying Schools.
52,755	67,328	5,56,559	23,554	11,72,047	Technical and Industrial Schools.
544	46,325	7,065	..	82,278	Commercial Schools.
..	141	1,373	..	1,674	Agricultural Schools.
1,426	..	10,075	..	2,49,167	Reformatory Schools
29,874	2,92,215	4,10,364	8,903	11,07,591	Other Schools.
97,231	6,02,761	12,76,995	67,059	53,74,835	Total.
2,49,152	39,444	16,70,287	3,10,309	82,87,823	*Buildings.*
32,506	62,416	2,46,247	38,135	14,41,817	*Furniture and Apparatus.*
2,81,658	1,01,860	19,16,534	3,48,444	97,29,640	Total.
28,54,680	1,77,50,578	1,07,62,007	20,38,318	6,36,70,917	Total.
..	9,72,286	4,41,658	..	15,87,470	University.
..	..	..	..	6,89,056	Direction.
11,691	..	1,899	98,841	40,85,834	Inspection.
					Scholarships held in—
4,050	8,283	1,12,389	9,548	3,45,396	Arts Colleges.
471	..	8,325	..	35,483	Medical Colleges.
351	..	38,851	525	1,09,770	Other Professional Colleges.
19,389	7,610	75,123	27,928	5,49,096	Secondary Schools.
3,733	90	11,982	9,424	1,31,974	Primary Schools.
474	..	3,324	240	53,117	Medical Schools.
5,043	80	20,650	1,669	84,418	Technical and Industrial Schools.
1,309	..	11,548	296	30,968	Other Special Schools.
82,959	31,69,719	23,53,540	1,32,802	72,19,106	Miscellaneous.
1,29,470	41,58,068	30,79,289	2,81,273	1,49,21,688	Total.
29,84,150	2,19,08,646	1,38,41,296	23,19,591	7,85,92,605	Total Expenditure on Public Instruction.

Expenditure (in rupees) on Public Instruction for Europ[…]

Objects of Expenditure.	Under Public Management. Managed by Government. Provincial Revenues.	Fees.	Endowments and other sources.	Total.
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
University Education.				
Arts Colleges.				
English	..	..	..	..
Colleges for Professional Training.				
Teaching	21,993	..	..	21,
Total	21,993	..	..	21,
School Education, General.				
Secondary Schools.				
For Boys— High Schools	48,090	9,306	16,469	73,
Middle Schools, English	8,341	29,409	45	37,
For Girls— High Schools	9,464	3,113	10,665	23,
Middle Schools, English	7,783	21,951	..	29,
Total	73,678	63,779	27,179	164,
Primary Schools.				
For Boys	..	..	..	..
For Girls	6,196	1,568	..	[illegible]
Total	6,196	1,568	..	[illegible]
School Education, Special.				
Training Schools for Mistresses	7,431	..	..	[illegible]
Engineering and Surveying Schools	..	..	..	..
Technical and Industrial Schools	4,680	1,000	..	5,
Commercial Schools	500	600	..	1,
Other Schools	4,666	..	..	4,
Total	17,277	1,600	..	18
Total Direct Expenditure	119,144	66,947	27,179	213
Buildings	72	..	..	[illegible]
Furniture and apparatus (special grants only)	4,469	..	989	5,
Total	4,541	..	989	5,
Total Expenditure on Public Instruction	123,685	66,947	28,168	218

TABLE IV-A.

in the several provinces of British India for the official year 1911-12.

INSTITUTIONS. UNDER PRIVATE MANAGEMENT. Aided by Government or by Local or Municipal Boards. Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	OBJECTS OF EXPENDITURE.
6	7	8	9	10	11	1
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
						UNIVERSITY EDUCATION.
						Arts Colleges.
7,896	..	2,435	527	5,323	16,181	English.
						Colleges for Professional Training.
10,482	..	2,823	..	6,349	19,654	Teaching.
18,378	..	5,258	527	11,672	35,835	TOTAL.
						SCHOOL EDUCATION, GENERAL.
						Secondary Schools.
						For Boys—
3,16,886	1,109	3,37,675	57,046	1,96,022	9,08,738	High Schools.
1,80,218	7,968	1,23,555	94,236	1,63,951	5,69,928	Middle Schools, English.
						For Girls—
2,95,620	738	4,20,012	39,321	1,50,886	9,06,577	High Schools.
1,40,003	9,750	1,44,881	40,991	79,163	4,14,788	Middle Schools, English.
9,32,727	19,565	10,26,123	2,31,594	5,90,022	28,00,031	TOTAL.
						Primary Schools.
27,846	721	21,094	7,907	20,827	78,395	For Boys.
34,779	2,151	24,122	13,536	19,844	94,432	For Girls.
62,625	2,872	45,216	21,443	40,671	1,72,827	TOTAL.
						SCHOOL EDUCATION, SPECIAL.
17,771	..	8,338	2,416	10,123	38,648	Training Schools for Mistresses.
..	..	..	..	..	..	Engineering and Surveying Schools.
18,321	..	12,846	2,004	3,593	36,764	Technical and Industrial Schools.
4,610	..	2,584	1,500	240	8,934	Commercial Schools.
2,939	..	3,512	293	4,063	10,807	Other Schools.
43,641	..	27,280	6,213	18,019	95,153	TOTAL.
10,57,371	22,437	11,03,877	2,59,777	6,60,384	31,03,846	TOTAL DIRECT EXPENDITURE.
241,182	..	22,580	12,358	144,781	420,901	*Buildings.*
82,845	..	25,195	5,958	24,085	1,38,083	*Furniture and Apparatus* (special grants only).
3,24,027	..	47,775	18,316	1,68,866	5,58,984	TOTAL.
13,81,398	22,437	11,51,652	2,78,093	8,29,250	36,62,830	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

Expenditure (in rupees) on Public Instruction for Europeans

Objects of Expenditure.	Public Institutions—*concld.* Under Private Management. *Unaided.* Fees.	Subscriptions.	Endowment and other sources.	Total.
1	12	13	14	15
	Rs.	Rs.	Rs.	Rs.
University Education.				
Arts Colleges				
English	..	..	..	..
Colleges for Professional Training.				
Teaching	..	..	..	..
Total	..	..	..	..
School Education, General.				
Secondary Schools.				
For Boys—				
High Schools	73,318	13,000	5,533	91,851
Middle Schools, English	3,089	..	1,123	4,212
For Girls—				
High Schools	13,920	..	..	13,920
Middle Schools, English	9,596	1,981	3,601	15,178
Total	99,923	14,981	10,257	1,25,161
Primary Schools.				
For Boys	720	171	1,612	2,503
For Girls	396	..	..	396
Total	1,116	171	1,612	2,899
School Education, Special.				
Training Schools for Mistresses	..	..	..	..
Engineering and Surveying Schools	3,038	..	5,282	8,320
Technical and Industrial Schools	..	..	..	..
Commercial Schools	..	..	..	..
Other Schools	..	..	..	..
Total	3,038	..	5,282	8,320
Total Direct Expenditure	1,04,077	15,152	17,151	1,36,380
Buildings	3,580	2,115	305	6,000
Furniture and Apparatus	2,316	3,578	1,089	6,983
Total	5,896	5,693	1,394	12,983
Inspection	..	..	..	..
Scholarships held in—				
Arts Colleges				
Medical Colleges	..	..	..	..
Other Professional Colleges	..	..	..	..
Secondary Schools	..	..	..	..
Primary Schools	..	..	..	..
Medical Schools	..	..	..	..
Technical and Industrial Schools	..	..	..	..
Miscellaneous	..	..	..	..
Total	..	..	..	..
Total Indirect Expenditure	5,896	5,693	1,394	12,983
Total Expenditure on Public Instruction	1,09,973	20,845	18,545	1,49,363

TABLE IV-A—*concld.*

several provinces of British India for the official year 1911-12—concld.

EXPENDITURE FROM				Grand Total.	OBJECTS OF EXPENDITURE.
Municipal Funds.	Fees.	ALL OTHER SOURCES.			
		Private.	Public.		
17	18	19	20	21	1
Rs.	Rs.	Rs.	Rs.	Rs.	
					UNIVERSITY EDUCATION.
					Arts Colleges.
..	2,435	3,250	2,600	16,181	English.
					Colleges for Professional Training.
..	2,823	6,349	..	41,647	Teaching.
..	5,258	9,599	2,600	57,828	TOTAL.
					SCHOOL EDUCATION, GENERAL.
					Secondary Schools.
					For Boys—
1,109	4,20,299	2,53,105	34,965	10,74,454	High Schools.
7,968	1,56,053	2,55,806	3,549	6,11,935	Middle Schools, English
					For Girls—
738	4,37,045	1,78,487	22,385	9,43,739	High Schools.
9,750	1,76,428	1,19,869	5,867	4,59,700	Middle Schools, English.
19,565	11,89,825	8,07,267	66,766	30,89,828	TOTAL.
					Primary Schools.
721	21,814	26,678	3,839	80,898	For Boys.
2,151	26,086	31,717	1,663	1,02,592	For Girls.
2,872	47,900	58,395	5,502	1,83,490	TOTAL.
					SCHOOL EDUCATION, SPECIAL
..	8,338	4,738	7,801	46,079	Training Schools for Mistresses.
..	3,038	4,004	1,278	8,320	Engineering and Surveying Schools.
..	13,846	5,597	..	42,444	Technical and Industrial Schools.
..	3,184	1,740		10,034	Commercial Schools.
..	3,512	3,377	979	15,473	Other Schools.
..	31,918	19,456	10,058	1,22,350	TOTAL
22,437	12,74,901	8,94,717	84,926	34,53,496	TOTAL DIRECT EXPENDITURE.
..	26,160	1,59,559	..	4,26,973	*Buildings.*
..	27,511	33,844	1,850	1,50,524	*Furniture and Apparatus.*
..	53,671	1,93,403	1,855	5,77,497	TOTAL.
..	..	..	..	44,041	Inspection.
					Scholarships held in—
..	..	..	..	12,747	Arts Colleges.
..	..	..	..	571	Medical Colleges
..	..	..	..	3,500	Other Professional Colleges.
..	..	13,628	..	59,007	Secondary Schools.
..	..	1,025	..	9,530	Primary Schools.
..	..	..	..	..	Medical Schools.
..	..	..	..	480	Technical and Industrial Schools.
7,709	11,40,611	6,60,341	81,013	23,63,776	Miscellaneous.
7,709	11,40,611	6,74,994	81,013	24,93,652	TOTAL.
7,709	11,94,282	8,68,397	82,868	30,71,149	TOTAL INDIRECT EXPENDITURE.
30,146	24,69,183	17,63,114	1,67,794	65,24,645	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

Stages for instruction of pupils in public schools for gen[eral education]

Class of Schools.		Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. Boys.	Girls.	Total.
1		2	3	4	5	6
SECONDARY SCHOOLS.						
For Boys.						
Government	English	274	75,429	25,424	2	25,426
	Vernacular	69	6,194	..	..	..
Local Fund	English	186	32,031	1,565	1	1,566
	Vernacular	802	102,838	..	..	..
Municipal	English	172	33,031	4,452	1	4,453
	Vernacular	46	8,104	..	..	..
Native States	English	161	17,547	6,172	3	6,175
	Vernacular	13	2,020	..	..	..
Aided	English	1,972	343,381	60,841	140	60,981
	Vernacular	1,194	82,364	28	..	28
Unaided	English	909	165,649	40,664	50	40,714
	Vernacular	76	5,630	..	..	..
Total		5,874	874,218	139,146	197	139,343
For Girls.						
Government	English	15	2,117	..	316	316
	Vernacular	22	2,013	..	..	..
Local Fund	English	..	..	..	..	..
	Vernacular	4	244	..	..	..
Municipal	English	2	157	..	..	..
	Vernacular	8	1,295	..	..	..
Native States	English	2	62	..	10	10
	Vernacular	..	..	..	..	..
Aided	English	283	30,121	..	1,799	1,799
	Vernacular	131	12,049	..	1	1
Unaided	English	25	1,888	5	219	224
	Vernacular	4	206	..	2	2
Total		496	50,152	5	2,347	2,352
Total Secondary Schools		6,370	924,370	139,151	2,544	141,695
PRIMARY SCHOOLS.						
For Boys.						
Government		505	25,773	..	..	..
Local Fund		24,664	1,401,922	..	..	..
Municipal		1,451	162,384	..	..	..
Native States		2,889	176,770	..	..	..
Aided		65,650	2,352,243	..	..	..
Unaided		15,533	403,556	..	..	..
Total		110,692	4,522,648	..	..	..
For Girls.						
Government		569	41,810	..	..	..
Local Fund		1,267	50,070	..	..	..
Municipal		482	36,882	..	..	..
Native States		275	21,708	..	..	..
Aided		8,963	281,565	..	..	..
Unaided		1,330	33,459	..	..	..
Total		12,886	465,494	..	..	..
Total Primary Schools		123,578	4,988,142	..	..	..
GRAND TOTAL		129,948	5,912,512	139,151	2,544	141,695

TABLE V.

education in British India at the end of the official year 1911-12.

MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			TOTAL SECONDARY STAGE.			CLASS OF SCHOOLS.
Boys.	Girls.	Total.	Boys.	Girls.	Total.	
7	8	9	10	11	12	1
						SECONDARY SCHOOLS.
						FOR BOYS.
29,924	24	29,948	55,348	26	55,374	English } Government.
1,102	12	1,114	1,102	12	1,114	Vernacular } Government.
10,449	24	10,473	12,014	25	12,039	English } Local Fund.
32,297	10	32,307	32,297	10	32,307	Vernacular } Local Fund.
13,909	11	13,920	18,361	12	18,373	English } Municipal.
1,616	..	1,616	1,616	..	1,616	Vernacular } Municipal.
9,306	3	9,309	15,478	6	15,484	English } Native States.
246	..	246	246	..	246	Vernacular } Native States.
104,432	1,020	105,452	165,273	1,160	166,433	English } Aided.
9,295	309	9,604	9,323	309	9,632	Vernacular } Aided.
44,692	67	44,759	85,356	117	85,473	English } Unaided.
766	..	766	766	..	766	Vernacular } Unaided.
258,034	1,480	259,514	397,180	1,677	398,857	Total.
						FOR GIRLS.
..	527	527	..	843	843	English } Government.
..	127	127	..	127	127	Vernacular } Government.
..	..	..	..	..	..	English } Local Fund.
..	35	35	..	35	35	Vernacular } Local Fund.
..	15	15	..	15	15	English } Municipal.
..	179	179	..	179	179	Vernacular } Municipal.
..	52	52	..	62	62	English } Native States.
..	..	..	..	..	..	Vernacular } Native States.
168	6,569	6,737	168	8,368	8,536	English } Aided.
142	910	1,052	142	911	1,053	Vernacular } Aided.
17	575	592	22	794	816	English } Unaided.
..	20	20	..	22	22	Vernacular } Unaided.
327	9,009	9,336	332	11,356	11,688	Total.
258,361	10,489	268,850	397,512	13,033	410,545	TOTAL SECONDARY SCHOOLS.
						PRIMARY SCHOOLS.
						FOR BOYS.
165	..	165	165	..	165	Government.
1,731	6	1,737	1,731	6	1,737	Local Fund.
167	..	167	167	..	167	Municipal.
..	..	..	..	..	..	Native States.
2,692	116	2,808	2,692	116	2,808	Aided.
206	2	208	206	2	208	Unaided.
4,961	124	5,085	4,961	124	5,085	Total.
						FOR GIRLS.
..	671	671	..	671	671	Government.
..	15	15	..	15	15	Local Fund.
..	28	28	..	28	28	Municipal.
..	..	..	..	..	..	Native States.
24	1,624	1,648	24	1,624	1,648	Aided.
..	104	104	..	104	104	Unaided.
24	2,442	2,466	24	2,442	2,466	Total.
4,985	2,566	7,551	4,985	2,566	7,551	TOTAL PRIMARY SCHOOLS.
263,346	13,055	276,401	402,497	15,599	418,096	GRAND TOTAL.

Stages for instruction of pupils in public schools for education

Class of Schools.	Upper Primary Stage. Comprising all Pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage. Boys.	Girls.	Total.	Lower Primary Stage. Comprising all pupils who have not passed the ... Reading Printed Books. Boys.	Girls.	Total.	Not Reading Printed Books. Boys.	Girls.
1	13	14	15	16	17	18	19	20
SECONDARY SCHOOLS.								
For Boys.								
Government . English	12,779	29	12,808	7,106	35	7,141	105	1
Government . Vernacular	1,207	90	1,297	2,750	470	3,220	563	..
Local Fund . English	8,326	30	8,356	10,982	154	11,136	497	3
Local Fund . Vernacular	22,917	35	22,952	37,836	335	38,171	9,220	188
Municipal . English	6,387	3	6,390	8,097	4	8,101	166	1
Municipal . Vernacular	1,346	..	1,346	4,331	9	4,340	789	13
Native States English	904	..	904	968	4	972	186	1
Native States Vernacular	309	1	310	924	9	933	519	12
Aided . English	75,914	1,153	77,067	91,434	2,551	93,985	5,662	234
Aided . Vernacular	16,096	1,635	17,731	39,598	10,118	49,716	5,208	77
Unaided . English	36,460	54	36,514	39,420	274	39,694	3,888	80
Unaided . Vernacular	1,311	1	1,312	2,728	15	2,743	800	9
Total .	183,956	3,031	186,987	246,174	13,978	260,152	27,603	619
For Girls.								
Government . English	..	305	305	6	912	918	..	51
Government . Vernacular	..	221	221	8	1,113	1,121	..	544
Local Fund . English	..	..	..	..	..	..	..	..
Local Fund . Vernacular	..	36	36	..	173	173	..	..
Municipal . English	..	25	25	..	43	43	..	74
Municipal . Vernacular	..	350	350	..	766	766	..	..
Native States English	..	..	..	..	..	..	..	..
Native States Vernacular	..	..	..	..	..	..	..	..
Aided . English	527	4,923	5,450	2,871	11,508	14,379	410	1,346
Aided . Vernacular	387	1,513	1,900	1,357	6,095	7,452	36	1,608
Unaided . English	17	275	292	56	520	576	39	165
Unaided . Vernacular	..	28	28	..	117	117	..	39
Total .	931	7,676	8,607	4,298	21,247	25,545	485	3,827
Total Secondary Schools .	184,887	10,707	195,594	250,472	35,225	285,697	28,088	4,446
PRIMARY SCHOOLS.								
For Boys.								
Government	4,721	26	4,747	15,148	445	15,593	4,942	326
Local Fund	201,105	2,503	203,608	809,[illegible]	39,498	848,618	305,264	42,095
Municipal	39,061	236	39,297	82,176	2,557	84,733	35,097	3,090
Native States	46,167	489	46,656	68,795	2,672	71,467	52,941	5,706
Aided	99,733	5,427	105,160	1,432,969	124,792	1,557,761	606,237	80,277
Unaided	5,193	64	5,257	222,357	1[illegible],15[illegible]	233,511	147,383	17,197
Total .	395,980	8,745	404,725	2,630,565	181,118	2,811,683	1,151,864	149,291
For Girls.								
Government	5	2,428	2,433	314	24,759	25,073	88	13,545
Local Fund	..	4,113	4,113	116	29,416	29,532	191	16,219
Municipal	9	5,034	5,043	59	19,614	19,673	216	11,922
Native States	2	3,931	3,933	10	8,346	8,356	38	9,381
Aided	1,262	11,646	12,908	12,626	145,103	157,729	3,004	106,276
Unaided	18	573	591	645	14,434	15,079	642	17,043
Total .	1,296	27,725	29,021	13,770	241,672	255,442	4,179	174,386
Total Primary Schools .	397,276	36,470	433,746	2,644,335	422,790	3,067,125	1,156,043	323,677
GRAND TOTAL .	582,163	47,177	629,340	2,894,807	458,015	3,352,822	1,184,131	328,123

LE V—*contd.*

ation in British India at the end of the official year 1911-12—contd.

GE.									
Lower Primary Stage.			Total Primary Stage.			Grand Total.			Class of Schools.
Total.									
ys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
2	23	24	25	26	27	28	29	30	1
									SECONDARY SCHOOLS.
									For Boys.
7,211	36	7,247	19,990	65	20,055	75,338	91	75,429	English } Government.
3,313	470	3,783	4,520	560	5,080	5,622	572	6,194	Vernacular } Government.
1,479	157	11,636	19,805	187	19,992	31,819	212	32,031	English } Local Fund.
7,056	523	47,579	69,973	558	70,531	102,270	568	102,838	Vernacular } Local Fund.
8,263	5	8,268	14,650	8	14,658	33,011	20	33,031	English } Municipal.
5,120	22	5,142	6,466	22	6,488	8,082	22	8,104	Vernacular } Municipal.
1,154	5	1,159	2,058	5	2,063	17,536	11	17,547	English } Native States.
1,443	21	1,464	1,752	22	1,774	1,998	22	2,020	Vernacular } Native States.
7,096	2,785	99,881	173,010	3,938	176,948	338,283	5,098	343,381	English } Aided.
4,806	10,195	55,001	60,902	11,830	72,732	70,225	12,139	82,364	Vernacular } Aided.
3,308	354	43,662	79,768	408	80,176	165,124	525	165,649	English } Unaided.
3,528	24	3,552	4,839	25	4,864	5,605	25	5,630	Vernacular } Unaided.
3,777	14,597	288,374	457,733	17,628	475,361	854,913	19,305	874,218	Total.
									For Girls.
6	963	969	6	1,268	1,274	6	2,111	2,117	English } Government.
8	1,657	1,665	8	1,878	1,886	8	2,005	2,013	Vernacular } Government.
.	..	..	..	..	..	..	..	..	English } Local Fund.
.	173	173	..	209	209	..	244	244	Vernacular } Local Fund.
.	117	117	..	142	142	..	157	157	English } Municipal.
.	766	766	..	1,116	1,116	..	1,295	1,295	Vernacular } Municipal.
	..	..	..	..	..	..	62	62	English } Native States
.	..	..	..	..	..	..	..	..	Vernacular } Native States
,281	12,854	16,135	3,808	17,777	21,585	3,976	26,145	30,121	English } Aided.
,393	7,703	9,096	1,780	9,216	10,996	1,922	10,127	12,049	Vernacular } Aided.
95	685	780	112	960	1,072	134	1,754	1,888	English } Unaided.
.	156	156	..	184	184	..	206	206	Vernacular } Unaided.
783	25,074	29,857	5,714	32,750	38,464	6,046	44,106	50,152	Total.
,560	39,671	318,231	463,447	50,378	513,825	860,959	63,411	924,370	Total Secondary Schools.
									PRIMARY SCHOOLS
									For Boys.
,090	771	20,861	24,811	797	25,608	24,976	797	25,773	Government.
,384	82,193	1,196,577	1,315,489	84,696	1,400,185	1,317,220	84,702	1,401,922	Local Fund.
,273	5,647	122,920	156,334	5,883	162,217	156,501	5,883	162,384	Municipal.
,736	8,378	130,114	167,903	8,867	176,770	167,903	8,867	176,770	Native States.
,206	205,069	2,244,275	2,138,939	210,496	2,349,435	2,141,631	210,612	2,352,243	Aided.
,740	28,351	398,091	374,933	28,415	403,348	375,139	28,417	403,556	Unaided.
,429	330,409	4,112,838	4,178,409	339,154	4,517,563	4,183,370	339,278	4,522,648	Total.
									For Girls.
402	38,304	38,706	407	40,732	41,139	407	41,403	41,810	Government.
307	45,635	45,942	307	49,748	50,055	307	49,763	50,070	Local Fund.
275	31,536	31,811	284	36,570	36,854	384	36,598	36,882	Municipal.
48	17,727	17,775	50	21,658	21,708	50	21,658	21,708	Native States.
630	251,379	267,009	16,892	263,025	279,917	16,916	264,649	281,565	Aided.
287	31,477	32,764	1,305	32,050	33,355	1,305	32,154	33,459	Unaided.
949	416,058	434,007	19,245	443,783	433,028	19,269	446,225	465,494	Total.
78	746,467	4,546,845	4,197,654	782,937	4,980,591	4,202,639	785,503	4,988,142	Total Primary Schools.
38	786,138	4,865,076	4,661,101	833,315	5,494,416	5,063,598	848,914	5,912,512	GRAND TOTAL.

EDUCATION—GEN[illegible]

Results of the prescribed examination[illegible]

Nature of Examinations.	Number of Institutions sending Examinees.				Number of Examinees.					Nu[illegible]
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public Management.
Arts Colleges										
Master of Arts	8	13	5	26	136	123	11	239	509	71
Master of Science	3	2	..	5	38	6	..	28	72	25
Bachelor of Arts	24	35	17	76	935	1,867	896	660	4,358	622
Bachelor of Science	15	16	6	37	242	120	93	6	461	146
First B.A.	6	14	8	28	401	1,091	245	691	2,428	323
First B.Sc.	..	..	..	..	..	..	..	..	..	..
Intermediate Examination in Arts	31	61	36	128	1,699	3,633	2,546	413	8,291	969
Intermediate Examination in Science	13	13	8	34	369	318	611	12	1,310	239
Previous Examination	6	5	..	11	513	944	..	194	1,651	227
Oriental Colleges.										
Master of Oriental Learning	..	..	..	..	..	..	..	..	..	..
Bachelor of Oriental Learning	..	..	..	..	..	..	..	..	..	..
First Arts Oriental Faculty	..	..	..	..	..	..	..	..	..	..
Honours in Sanskrit	1	4	23	28	124	17	53	70	264	80
Honours in Arabic	..	1	..	1	..	11	..	18	29	..
Honours in Persian	..	1	..	1	..	3	..	59	62	..
Honours in Gurmukhi	..	..	..	..	..	..	..	15	15	..
Honours in Punjabi	..	..	..	..	..	..	..	..	..	..
High Proficiency in Sanskrit	1	13	124	138	117	92	495	76	780	42
High Proficiency in Arabic	..	2	1	3	..	8	1	13	22	..
High Proficiency in Persian	..	1	..	1	..	3	..	19	22	..
High Proficiency in Punjabi	..	1	..	1	..	1	..	13	14	..
High Proficiency in Hindi	..	..	..	..	..	..	..	2	2	..
High Proficiency in Urdu	..	..	..	..	..	..	..	8	8	..
Proficiency in Sanskrit	1	13	182	196	34	57	666	114	871	[illegible]
Proficiency in Arabic	..	2	5	7	..	7	11	18	36	..
Proficiency in Persian	..	..	..	..	..	..	..	14	14	..
Proficiency in Hindi	..	..	..	..	..	..	..	3	3	..
Proficiency in Gurmukhi	..	..	..	..	..	..	..	..	..	..
Proficiency in Punjabi	..	..	..	..	..	..	..	4	4	..
Additional Examination in English for Oriental Titles.	..	..	..	..	..	..	..	..	..	..
Colleges for Professional Training.										
Law.										
Doctor of Law	..	..	..	..	..	..	..	..	..	..
Master of Law	..	..	..	..	..	..	..	16	16	..
Honours in Law	..	..	..	..	..	..	..	..	..	..
Bachelor of Law	8	..	10	18	680	..	501	349	1,530	[illegible]
First LL. B. and Previous LL. B.	3	..	7	10	357	..	398	..	755	211
First Examination in Law	1	..	2	3	203	..	191	276	670	108
Special Test Examination in Law	..	..	..	..	..	..	..	..	..	..
Intermediate Examination in Law	..	..	..	..	..	..	..	..	..	..
Licentiate Examination in Law	..	..	..	..	..	..	..	..	..	..
First Certificate Examination in Law	..	..	..	..	..	..	..	..	..	..
Preliminary Examination in Law	..	..	..	..	..	..	..	..	..	..
Medicine.										
M. S.	..	..	..	..	..	..	..	..	..	[illegible]
M. D.	1	..	..	1	2	..	..	..	2	[illegible]
M. B. (a)	2	..	..	2	14	..	..	..	14	[illegible]
Second Professional Examination for M.B., B. S.	3	..	..	3	66	..	..	..	66	[illegible]
First Professional Examination for M. B., B. S.	2	..	..	2	50	..	..	..	50	[illegible]
Intermediate M.B., B.S. Examination	1	..	..	1	116	..	..	..	116	[illegible]
L.M.S. (b)	3	..	..	3	309	..	..	..	309	[illegible]
First M.B. (c)	1	..	..	1	160	..	..	..	160	[illegible]
First L.M.S. (d)	2	..	..	2	137	..	..	..	137	[illegible]
Additional Test in Chemistry	1	2	1	4	78	47	38	7	170	[illegible]
Preliminary Scientific M.B.	1	..	..	1	159	..	..	..	159	[illegible]
L.S. Sc.	..	..	..	..	..	..	..	..	..	[illegible]
Preliminary Scientific L.M.S.	1	..	..	1	156	..	..	..	156	[illegible]
Bachelor of Hygiene	2	..	..	2	10	..	..	..	10	[illegible]
Combined Preliminary Scientific and First M.B	..	..	..	..	..	..	..	..	..	[illegible]
Special certificate class examination for females.	1	..	..	1	3	..	..	..	3	[illegible]

(a) Final or Third M.B. and C.M. Examination in Madras, and Second M.B. Examination in B[illegible]

(b) Second L.M.S. Examination in Bengal.

ABLE VI.

everal provinces of British India during 1911-12.

...ther ...itutions.	Private Students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Nature of Examinations.
...ASSED.			RACE OR CREED OF PASSED SCHOLARS.								
											Arts Colleges.
7	135	284	2	6	111	139	20	..	6	..	Master of Arts.
..	18	47	..	..	17	28	2	..	..	..	Master of Science.
475	257	2,477	20	119	1,300	745	220	13	45	15	Bachelor of Arts.
55	2	265	..	4	107	137	7	..	6	4	Bachelor of Science.
179	262	1,507	7	156	1,033	289	21	..	..	1	First B.A.
..	..	..	..	..	..	..	..	..	..	..	First B.Sc.
1,131	155	4,105	58	135	1,477	1,939	387	51	52	6	Intermediate Examination in Arts.
228	6	653	5	1	191	423	28	2	3	..	Intermediate Examination in Science.
..	45	814	5	28	630	..	31	..	114	6	Previous Examination.
											Oriental Colleges.
..	..	..	..	..	..	..	..	..	..	..	Master of Oriental Learning.
..	..	..	..	..	..	..	..	..	..	..	Bachelor of Oriental Learning.
..	..	..	..	..	..	..	..	..	..	..	First Arts, Oriental Faculty.
26	28	136	..	..	134	2	..	..	..	..	Honours in Sanskrit.
..	16	22	..	..	..	..	22	..	..	..	Honours in Arabic.
..	12	12	..	..	..	..	12	..	..	..	Honours in Persian.
..	5	5	..	..	1	..	..	..	..	4	Honours in Gurmukhi.
..	..	..	..	..	..	..	..	..	..	..	Honours in Punjabi.
235	26	355	..	..	354	1	..	..	..	..	High Proficiency in Sanskrit.
1	10	15	..	..	..	..	15	..	..	..	High Proficiency in Arabic.
..	13	14	..	..	..	..	14	..	..	..	High Proficiency in Persian.
..	7	7	..	..	..	..	..	..	..	7	High Proficiency in Punjabi.
..	1	1	..	..	1	..	..	..	..	..	High Proficiency in Hindi.
..	5	5	..	..	..	..	5	..	..	..	High Proficiency in Urdu.
183	62	267	..	..	263	4	..	..	..	..	Proficiency in Sanskrit.
8	6	19	..	..	..	..	19	..	..	..	Proficiency in Arabic.
..	8	8	..	..	..	1	7	..	..	..	Proficiency in Persian.
..	1	1	..	..	..	1	..	..	..	..	Proficiency in Hindi.
..	..	..	..	..	..	..	..	..	..	..	Proficiency in Gurmukhi.
..	4	4	..	..	..	..	..	..	..	4	Proficiency in Punjabi.
..	..	..	..	..	..	..	..	..	..	..	Additional examination in English for Oriental Titles.
											Colleges for Professional Training.
											Law.
..	..	..	..	..	..	..	..	..	..	..	Doctor of Law.
..	3	3	..	..	2	..	..	..	1	..	Master of Law.
..	..	..	..	..	..	..	..	..	..	..	Honours in Law.
279	108	741	..	11	279	368	55	2	22	4	Bachelor of Law.
268	..	479	1	11	157	235	53	1	14	7	First LL.B. and Previous LL.B.
111	87	306	..	8	140	132	18	3	..	5	First Examination in Law.
..	..	..	..	..	..	..	..	..	..	..	Special Test Examination in Law.
..	..	..	..	..	..	..	..	..	..	..	Intermediate Examination in Law.
..	..	..	..	..	..	..	..	..	..	..	Licentiate Examination in Law.
..	..	..	..	..	..	..	..	..	..	..	First Certificate Examination in Law.
..	..	..	..	..	..	..	..	..	..	..	Preliminary Examination in Law.
											Medicine.
..	..	..	..	..	..	..	..	..	..	..	M.S.
..	..	1	..	..	..	..	..	..	1	..	M.D.
..	..	6	..	..	..	5	1	..	..	..	M.B. (*a*).
..	..	46	1	..	7	28	6	..	1	3	Second Professional Examination for M.B., B.S.
..	..	36	..	..	12	13	3	..	5	3	First Professional Examination for M.B., B.S.
..	..	54	1	2	29	..	..	..	22	..	Intermediate M.B., B.S. Examination.
..	..	130	5	7	51	46	5	..	14	3	L.M.S. (*b*).
..	..	106	2	..	36	68	..	..	..	..	First M.B. (*c*).
..	..	63	1	8	36	..	3	..	15	..	First L.M.S. (*d*).
1	3	41	..	..	4	25	7	1	..	4	Additional Test in Chemistry.
..	..	99	2	..	24	70	3	..	..	..	Preliminary Scientific M.B.
..	..	..	..	..	..	..	..	..	..	..	L.S. Sc.
..	..	82	3	7	57	..	2	..	13	..	Preliminary Scientific L.M.S.
..	..	5	..	2	..	..	..	..	3	..	Bachelor of Hygiene.
..	..	..	..	..	..	..	..	..	..	..	Combined Preliminary Scientific and First M.B.
..	..	2	1	1	..	..	..	..	..	..	Special certificate class examination for females.

(*c*) Third, Second and First M.B. and C.M. Examination in Madras.
(*d*) Second and First L.M.S. Examination in Madras and Bombay.

EDUCATION—GE

Results of the Prescribed Examination

Nature of Examinations.	Number of Institutions sending Examinees.				Number of Examinees.					
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public Management.
Colleges for Professional Training—contd.										
Engineering.										
M. C. E.	..	..	..	..	..	..	..	..	..	..
B. C. E.	3	..	..	3	34	..	..	..	34	24
L. C. E.	3	..	..	3	104	..	..	..	104	59
First L. C. E.	..	..	..	..	..	..	..	..	..	..
Examination in Art drawing	..	..	..	..	..	..	..	..	..	..
First Examination in Engineering	1	..	..	1	64	..	..	..	64	43
Roorkee College Examinations—										
Civil Engineer	3	..	..	3	84	..	..		84	52
Electrical Engineer	..	..	..	..	..	..	..	..	..	..
Upper Subordinate	1	..	..	1	37	..	..	..	37	37
Lower Subordinate	1	..	..	1	60	..	..	..	60	60
Agriculture.										
L. Ag.	2	..	..	2	57	..	..	..	57	48
Second L. Ag.	1	..	..	1	18	..	..	..	18	16
First L. Ag.	1	..	..	1	31	..	..	..	31	21
Teaching	9	5	..	14	442	39	..	42	523	380
Schools for General Education.										
Matriculation Examination — Boys	236	456	324	1,016	5,623	6,798	5,638	1,131	19,190	3,354
Matriculation Examination — Girls	8	38	9	55	27	109	35	19	190	22
School Final — Boys	134	211	31	376	2,565	4,856	477	7	7,905	1,319
School Final — Girls	2	16	1	19	5	87	2	..	94	5
High School Examination for Europeans. — Boys	2	31	1	34	16	184	3	6	209	9
High School Examination for Europeans. — Girls	1	26	1	28	6	105	2	8	121	5
High School Scholarship Examination. — Boys	51	17	..	68	294	96	..	..	390	166
High School Scholarship Examination. — Girls	..	6	..	6	..	28	..	..	28	..
Cambridge Senior Examination. — Boys	..	15	3	18	..	76	25	5	106	..
Cambridge Senior Examination. — Girls	..	6	..	6	..	35	..	9	44	..
B. and C. Classes Examination	6	..	..	6	27	..	..	..	27	16
Public Service Certificate Examinations. — English and Vernacular	(e) 1,250	67	173	1,490	5,174	520	316	1,207	7,217	2,860
Cambridge Junior Examination. — Boys	1	24	3	28	7	165	26	2	200	2
Cambridge Junior Examination. — Girls	1	9	..	10	9	38	..	..	47	4
Middle School Examination — Boys	1,126	2,451	632	4,239	21,390	25,385	9,471	1,571	57,817	12,677
Middle School Examination — Girls	21	192	5	218	138	1,463	35	46	1,682	101
Upper Primary Examination. — Boys	11,792	9,695	917	22,404	94,607	72,650	13,434	89	180,780	60,089
Upper Primary Examination. — Girls	738	713	20	1,471	2,749	5,142	78	11	7,980	1,881
Lower Primary Examination. — Boys	11,584	30,736	2,012	44,332	93,738	223,972	14,744	1	332,455	58,995
Lower Primary Examination. — Girls	965	2,230	80	3,275	7,140	21,026	261	2	28,429	4,809
Schools for Special Instruction.										
Training School Examination for Masters. — Upper	25	6	..	31	931	78	..	175	1,184	804
Training School Examination for Masters. — Lower	237	27	2	266	3,644	499	53	260	4,456	2,378
Training School Examination for Mistresses. — Upper	13	19	1	33	213	121	..	44	378	153
Training School Examination for Mistresses. — Lower	12	27	2	41	197	296	17	8	518	131
Teachers Examination for students outside Training School.	33	758	..	791	38	889	..	7	934	15
Schools of Art Examination	164	209	210	583	3,717	4,042	3,436	579	(b)13,835	1,879
Medical Examination	9	1	..	10	531	1	..	..	532	406
Examination in Engineering / Examination in Surveying	12	7	1	20	441	42	90	10	583	329
Industrial School Examination	6	..	..	6	95	..	..	3	(b)486	71
Commercial School Examination	9	3	7	19	169	11	33	19	232	85
Agricultural School Examination	..	..	..	..	..	..	..	..	..	..
Sanskrit Title Examination	3	910	..	913	80	4,994	..	..	5,074	60
Madrassa Central Examination	..	..	..	..	..	..	..	..	..	..
Madrassa Maktab Examination	..	..	..	..	..	..	..	..	..	..
Other Schools Examination	84	90	48	222	4,157	409	351	315	5,232	1,955

(a) Includes 7 girls in Burma, the race or creed of
(b) " 2,061 and 388 students sent up for the
(c) " 1,029 and 270 students passed in the
(d) Includes 71 students in Madras the race or creed of
(e) The figures represent the results of the Bombay V

NOTE.—In Madras and Bombay students have not, in some cases, been disti

LE VI—*contd.*

l provinces of British India during the official year 1911-12—contd.

		RACE OF CREED OR PASSED SCHOLARS.								
Private Students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Nature of Examinations.
				Brahmans.	Non-Brahmans.					
										COLLEGES FOR PROFESSIONAL TRAINING—*contd.*
										Engineering.
..	..	..	..	..	..	..	..	..	..	M. C. E.
..	24	..	1	15	8	..	..	..	..	B. C. E.
..	59	1	1	38	17	1	..	1	..	L. C. E.
..	..	..	..	..	..	..	..	..	..	First L. C. E.
..	..	..	..	..	..	..	..	..	..	Examination in Art drawing.
..	43	..	3	32	..	..	..	8	..	First Examination in Engineering.
										Roorkee College Examinations—
..	52	5	..	32	7	2	..	6	..	Civil Engineer.
..	..	..	..	..	..	..	..	..	..	Electrical Engineer.
..	37	18	..	7	12	..	..	..	..	Upper Subordinate.
..	60	..	..	10	48	2	..	..	..	Lower Subordinate.
										Agriculture.
..	48	..	1	26	18	3	..	..	..	L. Ag.
..	16	..	2	14	..	..	..	..	..	Second L. Ag.
..	21	..	2	18	..	..	..	1	..	First L. Ag.
24	438	35	27	127	168	80	1	..	..	*Teaching.*
										SCHOOLS FOR GENERAL EDUCATION.
357	10,290	21	165	2,716	5,732	1,280	131	214	31	Boys } Matriculation Examination.
10	112	20	34	5	26	2	..	18	7	Girls } Matriculation Examination.
1	5,579	30	379	3,168	1,662	291	33	12	4	Boys } School Final.
..	94	13	76	1	3	..	..	1	..	Girls } School Final.
..	117	107	4	2	..	..	2	2	..	Boys } High School Examination for Europeans.
3	88	86	..	..	..	..	1	1	..	Girls } High School Examination for Europeans.
..	193	5	1	89	73	24	..	..	1	Boys } High School Scholarship Examination.
..	6	6	..	..	..	..	..	..	..	Girls } High School Scholarship Examination.
..	51	43	..	1	..	1	..	2	4	Boys } Cambridge Senior Examination.
3	20	17	..	..	..	1	..	..	2	Girls } Cambridge Senior Examination.
..	16	..	..	6	8	2	..	..	..	B. & C. Classes Examination.
384	3,693	..	42	1,486	1,653	470	34	1	7	English and Vernacular } Public Service Certificate Examinations.
1	95	84	1	1	1	1	1	3	3	Boys } Cambridge Junior Examination.
..	35	33	..	..	2	..	..	..	..	Girls } Cambridge Junior Examination.
508	37,498	309	1,455	7,733	15,697	5,872	5,997	132	303	Boys } Middle School Examination.
24	1,164	278	393	27	162	25	214	14	51	Girls } Middle School Examination.
60	121,470	340	4,320	20,851	58,072	18,149	18,189	401	1,148	Boys } Upper Primary Examination.
7	5,517	317	923	680	1,607	187	1,449	273	81	Girls } Upper Primary Examination.
..	228,651	393	10,037	19,209	88,195	37,230	71,720	450	1,417	Boys } Lower Primary Examination.
2	20,033	650	1,357	1,969	4,939	1,116	9,452	435	115	Girls } Lower Primary Examination.
										SCHOOLS FOR SPECIAL INSTRUCTION.
106	940	7	34	466	268	126	36	..	3	Upper } Training School Examination for Masters.
78	2,738	15	283	1,280	726	363	29	..	42	Lower } Training School Examination for Masters.
21	263	25	104	48	63	14	2	..	7	Upper } Training School Examination for Mistresses.
2	341	27	213	53	28	12	3	..	5	Lower } Training School Examination for Mistresses.
1	(a) 168	2	22	..	1	7	136	..	..	Teachers Examinations for students outside Training School.
257	(c) 6,058	166	468	2,140	2,318	523	54	279	110	Schools of Art Examination.
..	406	4	23	138	150	33	1	2	55	Medical Examination.
7	(d)432	12	2	68	225	24	6	..	24	{ Examination in Engineering. { Examination in Surveying.
1	(c)342	18	111	27	119	60	..	..	7	Industrial School Examination.
7	102	7	..	33	50	10	..	..	2	Commercial School Examination.
..	..	..	..	..	..	..	..	..	..	Agricultural School Examination.
..	2,927	..	..	2,459	468	..	..	..	..	Sanskrit Title Examination.
..	..	..	..	..	..	..	..	..	..	Madrassa Central Examination.
..	..	..	..	..	..	..	..	..	..	Madrassa Maktab Examination.
137	2,491	114	54	362	1,655	153	33	94	26	Other Schools Examination.

h the race or creed of boys who passed that examination.
Industrial Schools examinations respectively from the different institutions in Madras, details of whom are not available.
Industrial Schools examinations respectively, from the different institutions in Madras details of whom are not available.
ble.
ination and the Burma Public Service certificate Examination.
rahmans and non-Brahmans. They have hence been shown under Brahmans.

Return showing the distribution of Local Board and Municipal Expen[diture]

Objects of Expenditure.	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Fund.
	EXPENDITURE OF L[OCAL] — IN INSTITUTIONS MA[NAGED]					
					Rs.	Rs.
University Education.						
Arts Colleges.						
English	..	..	..	..	..	..
Oriental	..	..	..	..	..	..
Colleges or Departments of Colleges for Professional Training.						
Law	..	..	..	..	..	..
Medicine	..	..	..	..	..	..
Engineering	..	..	..	..	..	..
Teaching	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..
Total	..	..	..	..	..	..
School Education, General						
Secondary Schools.						
For Boys—						
High Schools	17	6,909	6,760	5,981	..	17,009
Middle Schools — English	169	25,122	23,957	20,453	1,581	96,956
Middle Schools — Vernacular	802	102,838	97,172	75,407	..	6,27,902
For Girls—						
High Schools	..	..	..	..	..	..
Middle Schools — English	..	..	..	..	..	..
Middle Schools — Vernacular	4	244	229	204	149	1,866
Total	992	135,113	128,118	102,045	1,730	7,43,733
Primary Schools.						
For Boys	24,664	1,401,922	1,316,153	1,015,103	16,84,233	45,22,265
For Girls	1,267	50,070	47,163	34,380	64,366	2,33,967
Total	25,931	1,451,992	1,363,316	1,049,483	17,48,599	47,56,232
School Education, Special.						
Training Schools for Masters	128	957	933	897	..	90,210
" " " Mistresses	1	4	4	3	..	276
Schools of Art	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..
Engineering and Surveying Schools	..	..	..	..	..	..
Technical and Industrial Schools	33	1,787	1,669	1,285	12,621	51,972
Commercial Schools	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..
Other Schools	..	..	..	..	345	..
Total	162	2,748	2,606	2,185	12,966	1,42,458
Buildings	..	..	..	..	71,255	14,64,349
Furniture and apparatus	..	..	..	..	27,876	1,37,659
Total	..	..	..	..	99,131	16,02,008
University	..	..	..	..	..	..
Inspection	..	..	..	..	..	..
Scholarships held in — Arts Colleges	..	..	..	..	..	..
Scholarships held in — Medical Colleges	..	..	..	..	..	..
Scholarships held in — Other Professional Colleges	..	..	..	..	..	..
Scholarships held in — Secondary Schools	..	..	..	..	..	..
Scholarships held in — Primary Schools	..	..	..	..	..	..
Scholarships held in — Medical Schools	..	..	..	..	..	..
Scholarships held in — Technical and Industrial Schools	..	..	..	..	..	..
Scholarships held in — Other Special Schools	..	..	..	..	..	..
Miscellaneous	..	..	..	..	..	..
Total	..	..	..	..	..	..
GRAND TOTAL	27,085	1,589,853	1,494,040	1,153,713	18,62,426	72,44,431

TABLE VII.

on Public Instruction in British India for the official year 1911-12.

BOARDS ON PUBLIC INSTRUCTION.

BY LOCAL BOARDS.				IN INSTITUTIONS MANAGED BY			Total Local Boards' expenditure on Public Instruction.	OBJECTS OF EXPENDITURE.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.		
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	UNIVERSITY EDUCATION.
								Arts Colleges.
..	..	..	..	..	1,200	23,650	24,850	English.
..	..	..	..	..	..	..	..	Oriental.
								Colleges or Departments of Colleges for Professional Training.
..	..	..	..	..	..	..	..	Law.
..	..	..	..	3,770	..	..	3,770	Medicine.
..	..	..	..	..	..	..	..	Engineering.
..	..	..	..	674	..	..	674	Teaching.
..	..	..	..	250	..	..	250	Agriculture.
..	..	..	..	4,694	1,200	23,650	29,544	TOTAL.
								SCHOOL EDUCATION, GENERAL.
								Secondary Schools.
								For Boys—
1,25,506	184	1,095	1,45,126	3,654	1,910	14,404	36,977	High Schools.
2,09,163	7,871	2,666	3,31,859	506	10,605	1,92,386	3,00,453	English } Middle Schools.
1,72,645	4,672	1,445	8,30,494	1,305	10,995	1,44,029	7,84,231	Vernacular } Middle Schools.
								For Girls—
..	..	..	..	300	..	..	300	High Schools.
..	..	..	..	..	..	200	200	English } Middle Schools.
..	..	..	2,015	..	..	14,238	16,104	Vernacular } Middle Schools.
5,07,314	12,727	5,206	13,09,494	5,765	23,510	3,65,257	11,38,265	TOTAL.
								Primary Schools.
5,61,454	31,940	12,169	68,85,334	348	51,386	13,44,571	59,18,455	For Boys.
115	734	238	3,09,896	1,387	10,492	2,39,176	4,85,022	For Girls.
5,61,569	32,674	12,407	71,95,230	1,735	61,878	15,83,747	64,03,477	TOTAL.
								SCHOOL EDUCATION, SPECIAL.
116	..	2	91,044	48,776	..	..	1,38,986	Training Schools for Masters.
..	..	..	276	7,121	..	68	7,465	" " " Mistresses.
..	..	..	..	..	..	..	..	Schools of Art.
..	..	..	..	..	..	..	..	Law Schools.
..	..	..	..	2,800	..	1,240	4,040	Medical Schools.
..	..	..	..	..	..	950	950	Engineering and Surveying Schools.
10,054	3,373	16,482	94,964	1,088	1,800	14,898	69,758	Technical and Industrial Schools.
..	..	..	..	..	..	..	..	Commercial Schools.
..	..	..	..	..	..	..	..	Agricultural Schools.
..	..	..	345	..	14	92,995	93,009	Other Schools.
10,170	3,373	16,484	1,86,629	59,785	1,814	1,10,151	3,14,208	TOTAL.
238	19,395	5,000	15,67,594	34,774	550	61,944	15,61,617	Buildings.
168	864	652	1,67,441	..	533	26,373	1,64,565	Furniture and apparatus.
406	20,259	5,652	17,35,035	34,774	1,083	88,317	17,26,182	TOTAL.
..	..	..	..	..	..	..	..	University.
..	..	..	..	..	..	..	4,39,136	Inspection.
..	..	..	..	..	..	..	4,333	Scholarships held in Arts Colleges.
..	..	..	..	..	..	..	627	Scholarships held in Medical Colleges.
..	..	..	..	..	..	..	6,075	Scholarships held in Other Professional Colleges.
..	..	..	..	..	..	..	1,72,066	Scholarships held in Secondary Schools.
..	..	..	..	..	..	..	56,656	Scholarships held in Primary Schools.
..	..	..	..	..	..	..	8,292	Scholarships held in Medical Schools.
..	..	..	..	..	..	..	18,155	Scholarships held in Technical and Industrial Schools.
..	..	..	..	..	..	..	3,295	Scholarships held in Other Special Schools.
..	..	..	..	..	..	..	2,59,803	Miscellaneous.
..	..	..	..	..	..	..	9,68,438	TOTAL.
10,79,459	69,033	39,749	1,04,26,388	1,06,753	89,485	21,71,122	1,05,80,114	GRAND TOTAL.

Return showing the distribution of Local Board and Municipal Expendi

EXPENDITURE OF MUNICIPAL BO

IN INSTITUTIONS MANAG

Objects of Expenditure.	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates.	Local Board's Grants.
					Rs.	Rs.	Rs.
University Education.							
Arts Colleges.							
English	5	333	332	297	2,871	6,467	1,200
Oriental	..	..	..	..	..	..	..
Colleges or Departments of Colleges for Professional Training.							
Law	1	12	12	10	..	..	..
Medicine	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..
Teaching	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..
TOTAL	6	345	344	307	2,871	6,467	1,200
School Education, General.							
Secondary Schools.							
For Boys—							
High Schools	38	13,834	13,557	12,036	54,359	86,325	1,910
Middle Schools, English	134	19,197	19,285	16,230	37,699	1,44,487	10,605
Middle Schools, Vernacular	46	8,104	8,092	6,652	..	38,674	10,995
For Girls—							
High Schools	..	..	..	..	..	..	..
Middle Schools, English	2	157	143	94	1,045	7,254	..
Middle Schools, Vernacular	8	1,295	1,164	902	1,634	14,514	..
TOTAL	228	42,587	42,241	35,914	94,737	2,91,254	23,510
Primary Schools.							
For Boys	1,451	162,384	160,617	123,592	2,71,434	9,64,334	51,386
For Girls	482	36,882	34,638	23,771	68,080	2,62,261	10,492
TOTAL	1,933	199,266	195,255	147,363	3,39,514	12,26,595	61,878
School Education, Special.							
Schools for Special Instruction.							
Training Schools for Masters	..	..	..	..	..	..	..
" " " Mistresses	2	20	20	19	921	3,608	..
Schools of Art	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..
Engineering and Surveying Schools	..	..	..	..	..	..	..
Technical and Industrial Schools	6	664	644	477	6,035	19,825	1,800
Commercial Schools	1	167	110	102	878	544	..
Agricultural Schools	..	..	..	..	..	..	..
Reformatory Schools	..	..	..	..	..	..	..
Other Schools	5	162	164	98	2,143	2,383	14
TOTAL	14	983	938	696	9,977	26,360	1,814
Buildings	..	..	..	..	17,355	2,05,972	150
Furniture and apparatus	..	..	..	..	16,556	23,347	535
TOTAL	..	..	..	..	33,911	2,29,319	683
University	..	..	..	..	..	..	..
Inspection	..	..	..	..	..	..	..
Scholarships held in Arts Colleges	..	..	..	..	..	..	..
Scholarships held in Medical Colleges	..	..	..	..	..	..	..
Scholarships held in Other Professional Colleges	..	..	..	..	..	..	..
Scholarships held in Secondary Schools	..	..	..	..	..	..	..
Scholarships held in Primary Schools	..	..	..	..	..	..	..
Scholarships held in Medical Schools	..	..	..	..	..	..	..
Scholarships held in Technical and Industrial Schools	..	..	..	..	..	..	..
Scholarships held in Other Special Schools	..	..	..	..	..	..	..
Miscellaneous	..	..	..	..	..	..	..
TOTAL	..	..	..	..	..	..	..
GRAND TOTAL	2,181	243,181	238,778	184,280	4,81,010	17,79,995	89,085

ABLE VII—*contd.*

ublic Instruction in British India for the official year 1911-12—contd.

N PUBLIC INSTRUCTION.								
Municipal Boards.			In Institutions Managed by			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local and Municipal Boards on Public Instruction.	Objects of Expenditure.
Subscriptions.	Endowments and all other sources.	Total.	Government.	Local Boards.	Private persons or Associations.			
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	UNIVERSITY EDUCATION.
								Arts Colleges.
75	4,752	41,506	..	..	27,141	33,608	58,458	English.
..	..	..	..	..	175	175	175	Oriental.
								Colleges or Departments of Colleges for Professional Training.
..	..	821	..	..	..	..	..	Law.
..	..	..	3,437	..	..	3,437	7,207	Medicine.
..	..	..	..	..	..	..	..	Engineering.
..	..	..	201	..	..	201	875	Teaching.
..	..	..	..	..	..	..	250	Agriculture.
75	4,752	42,327	3,638	..	27,316	37,421	66,965	TOTAL.
								SCHOOL EDUCATION, GENERAL.
								Secondary Schools.
								For Boys—
105	3,164	3,95,850	13,122	1,332	1,48,352	2,49,131	2,86,108	High Schools.
3,195	2,104	3,72,032	1,544	13,622	1,28,107	2,87,760	5,88,213	English } Middle Schools.
..	36	61,072	232	23,830	58,107	1,20,843	9,05,074	Vernacular } Middle Schools.
								For Girls—
..	..	..	..	..	7,180	7,180	7,480	High Schools.
462	..	8,876	..	..	28,939	36,193	36,393	English } Middle Schools.
..	..	16,215	19	..	28,306	42,839	58,943	Vernacular } Middle Schools.
3,762	5,304	8,54,045	14,917	38,784	3,98,991	7,43,946	18,82,211	TOTAL.
								Primary Schools.
960	3,926	13,98,389	95	73,488	2,75,458	13,13,040	72,31,495	For Boys.
1,361	1,387	3,44,134	537	10,476	1,08,360	3,81,384	8,66,406	For Girls.
2,321	5,313	17,42,523	632	83,964	3,83,818	16,94,424	80,97,901	TOTAL.
								SCHOOL EDUCATION, SPECIAL.
								Schools for Special Instruction.
..	..	..	2,554	716	..	3,270	1,42,256	Training Schools for Masters.
..	..	4,529	1,722	..	390	5,720	13,185	" " " Mistresses.
..	..	..	..	..	340	340	340	Schools of Art.
..	..	..	..	..	..	..	..	Law Schools.
..	..	..	..	..	3,152	3,152	7,192	Medical Schools.
..	..	..	..	..	150	150	1,100	Engineering and Surveying Schools.
..	4,196	32,254	..	462	32,468	52,755	1,22,513	Technical and Industrial Schools.
..	..	2,496	..	..	..	544	544	Commercial Schools.
	..	..	..	..	..	..	..	Agricultural Schools.
..	..	..	1,426	..	..	1,426	1,426	Reformatory Schools
..	..	4,558	2,800	..	24,691	29,874	1,22,883	Other Schools.
..	4,196	43,837	8,502	1,178	61,191	97,231	4,11,439	TOTAL.
5,000	25	2,28,502	173	7,357	35,650	2,49,152	18,10,769	Buildings.
..	113	40,636	2,371	222	6,566	32,506	1,97,071	Furniture and apparatus.
5,000	138	2,69,138	2,544	7,579	42,216	2,81,658	20,07,840	TOTAL.
..	..	..	..	..	..	..	..	University.
..	..	..	..	..	..	11,691	4,50,827	Inspection.
..	..	..	..	..	..	4,050	8,383	Scholarships held in Arts Colleges.
..	..	..	..	..	..	471	1,098	Scholarships held in Medical Colleges.
..	..	..	..	..	..	351	6,426	Scholarships held in Other Professional Colleges.
..	..	..	..	..	..	19,389	1,91,455	Scholarships held in Secondary Schools.
..	..	..	..	..	..	3,733	60,389	Scholarships held in Primary Schools.
..	..	..	..	..	..	474	8,766	Scholarships held in Medical Schools.
..	..	..	..	..	..	5,043	23,198	Scholarships held in Technical and Industrial Schools.
..	..	..	..	..	..	1,309	4,604	Scholarships held in Other Special Schools.
..	..	..	..	..	..	82,959	3,42,762	Miscellaneous.
..	..	..	..	..	..	1,29,470	10,97,908	TOTAL.
11,158	19,703	29,51,870	30,233	1,31,505	9,13,532	29,84,150	1,35,64,264	GRAND TOTAL.

GENERAL TABLE

Attendance and Expenditure in boar...

	NUMBER OF		NUMBER OF BOARDERS WHO ARE ...		
—	Hostels or Boarding Houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.
MANAGED BY GOVERNMENT—					
Boys	514	18,468	2,221	1,437	7,624
Girls	30	1,155	23	7	584
MANAGED BY LOCAL OR MUNICIPAL BOARDS—					
Boys	623	14,082	50	..	12,734
Girls	..	..	..	..	..
AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS—					
Boys	345	18,760	1,764	69	11,442
Girls	234	13,470	52	61	8,392
MAINTAINED BY NATIVE STATES—					
Boys	33	856	86	..	597
Girls	1	28	..	..	..
UNAIDED—					
Boys	841	31,289	4,286	275	18,084
Girls	175	9,275	36	70	2,733
TOTAL—					
Boys	2,356	83,455	8,407	1,781	50,481
Girls	440	23,928	111	138	11,709
GRAND TOTAL	2,796	107,383	8,518	1,919	62,190

ABLE VIII.

arding houses for the official year 1911-12.

F Special Schools.	Expenditure from Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Native States Revenues.	Total expenditure.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
							MANAGED BY GOVERNMENT—
6,696	2,18,481	493	1,40,488	5,25,957	168	8,85,587	Boys.
352	70,541	..	72,517	16,422	120	1,59,600	Girls.
							MANAGED BY LOCAL OR MUNICIPAL BOARDS—
524	994	63,252	9,053	53,950	..	1,27,249	Boys.
..	..	..	..	..	..	..	Girls.
							AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS--
791	2,22,934	30,464	3,67,696	7,01,819	2,761	13,25,674	Boys.
698	2,17,054	17,894	4,28,897	6,01,147	..	12,64,992	Girls.
							MAINTAINED BY NATIVE STATES—
65	..	..	180	14,857	14,824	29,861	Boys.
28	..	..	..	..	144	144	Girls.
							UNAIDED—
2,014	10,808	..	5,32,104	7,03,528	..	12,46,440	Boys.
684	..	..	2,71,634	1,61,159	..	4,32,793	Girls.
							TOTAL—
10,090	4,53,217	94,209	10,49,521	20,00,111	17,753	36,14,811	Boys.
1,762	2,87,595	17,894	7,73,048	7,78,728	264	18,57,529	Girls.
11,852	7,40,812	1,12,103	18,22,569	27,78,839	18,017	54,72,340	GRAND TOTAL.

GENERAL TABLE IX.

Number and qualification of teachers in the several provinces of British India for 1911-12.

—	(a) In Primary Schools.						(b) In Middle Schools.						(c) In High Schools.						(d) In Colleges.						
	Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	Total.
Trained	1,542	21,184	2,998	76	15,234	1,520	497	3,313	541	10	3,984	693	1,181	176	281	..	3,344	453	66	..	14	..	152	60	57,319
Untrained . . .	1,245	25,409	4,200	528	80,568	16,855	522	1,792	774	59	9,838	2,470	2,169	105	294	11	6,221	4,596	376	..	19	..	547	285	158,883
Total .	2,787	46,593	7,198	604	95,802	18,375	1,019	5,105	1,315	69	13,822	3,163	3,350	281	575	11	9,565	5,049	442	..	33	..	699	345	216,202
Possessed of a university degree.	3	1	..	..	19	2	47	33	39	..	229	46	903	70	138	6	2,183	966	360	..	26	..	574	275	5,920
No degree	2,784	46,592	7,198	604	95,783	18,373	972	5,072	1,276	69	13,593	3,117	2,447	211	437	5	7,382	4,083	82	..	7	..	125	70	210,282
Total .	2,787	46,593	7,198	604	95,802	18,375	1,019	5,105	1,315	69	13,822	3,163	3,350	281	575	11	9,565	5,049	442	..	33	..	699	345	216,202

GENERAL TABLE X.

Classification of pupils by ages in the several provinces of British India for 1911-12.

Ages.	Schools for General Education.												Arts Colleges.						Total.
	Infants.																		
	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year or Post Graduate Class.	
Below 5	88,047	37,536	22,022	166	10	..	..	..	..	..	..	..	..	..	..	..	..	..	147,781
5 to 6	347,103	212,070	52,967	6,418	605	46	..	..	..	..	..	..	..	..	..	..	..	..	619,209
6 to 7	391,117	276,279	132,664	29,877	4,892	325	24	..	..	..	..	..	..	..	..	..	..	..	835,178
7 to 8	322,001	253,626	177,240	72,635	26,926	3,032	197	42	..	..	..	..	..	..	..	..	..	..	855,699
8 to 9	139,789	181,886	202,694	123,496	58,912	13,990	1,219	146	23	..	..	..	..	..	..	..	..	..	722,155
9 to 10	83,303	117,027	177,725	146,001	89,770	34,975	5,830	807	171	4	1	..	..	..	..	..	..	..	655,614
10 to 11	49,535	68,177	125,614	139,839	101,055	51,442	17,726	3,692	610	74	1	2	..	..	..	..	..	..	557,767
11 to 12	28,581	41,305	78,065	102,089	95,957	61,131	28,036	11,343	3,077	464	56	4	..	..	..	..	..	..	450,108
12 to 13	15,478	20,949	44,260	63,871	72,164	59,033	32,383	19,286	8,480	2,128	313	30	..	..	..	..	..	..	338,375
13 to 14	7,191	10,188	23,183	35,845	45,004	43,990	29,734	22,730	12,939	6,089	1,572	237	..	..	..	..	..	..	238,702
14 to 15	4,490	5,352	11,033	17,987	25,451	26,031	23,037	22,607	14,643	9,346	4,885	1,393	..	..	..	..	..	..	166,255
15 to 16	2,316	2,537	5,490	8,624	13,074	15,519	14,605	17,447	13,496	9,636	8,152	5,014	64	14	..	..	..	..	115,988
16 to 17	1,568	1,623	2,755	4,196	5,804	8,186	7,765	10,450	10,061	8,070	8,236	7,585	1,128	124	18	8	..	..	77,577
17 to 18	1,066	983	1,817	2,132	2,429	3,622	3,672	5,971	6,137	5,586	6,598	7,296	2,050	805	126	63	..	..	50,353
18 to 19	957	744	1,378	1,400	1,186	1,437	1,535	2,730	3,456	3,482	4,097	5,971	1,646	1,330	495	186	2	3	32,035
19 to 20	754	597	1,028	1,067	670	692	640	1,260	1,646	1,904	2,362	3,876	1,115	1,262	650	465	13	3	20,004
Over 20	1,823	1,053	2,142	1,297	860	640	453	808	1,179	1,467	1,666	3,487	1,185	1,850	927	2,426	215	182	23,660
TOTAL	1,485,119	1,231,932	1,062,077	756,940	544,769	324,091	166,856	119,319	75,918	48,250	37,939	34,895	7,188	5,385	2,216	3,148	230	188	5,906,460

(1) Figures for Bengal colleges and figures for Coorg are not included.
(2) This table is compiled from the local tables, but as the classification is not exactly the same throughout India some adjustments have been made, the arrangement of classes prevailing in the majority of cases having been adopted for all.

PART II.

APPENDICES.

APPENDIX I.

LIST OF CORRECTIONS MADE IN THE BENGAL GENERAL TABLES BUT NOT INCORPORATED IN THIS REVIEW.

	Original figures.	Corrected figures.
General tables—		
Area . . . . . Sq. miles	124,492	130,781
Towns and villages—		
Towns, including municipalities . No.	146	151
Villages . . . . . No.	148,494	138,347
TOTAL . .	148,640	138,498
Population of the province—		
Males	27,436,187	27,451,644
Females	27,587,153	27,586,577
TOTAL . .	55,023,340	55,038,221
School-going age—		
Males	4,115,428	4,117,746
Females	4,138,073	4,137,986
Total . .	8,253,501	8,255,732
Pupils in special schools, excluding training schools—		
Males	105,174	105,162
Females	21,810	21,822
Total scholars in public institutions—		
Males	1,364,946	1,364,934
Females	189,971	189,983
Grand total of scholars, including private institutions—		
Males	1,415,246	1,415,234
Females	194,114	194,126
Percentage of institutions to number of towns and villages—		
For males	30·9	33·2
For females	2·59	2·7
Total institutions . .	33·5	35·9
Total direct expenditure on special schools, excepting training schools—	Rs.	Rs.
For males	13,07,374	13,77,301
For females	50,496	80,569
Total direct expenditure on public instruction in institutions—	Rs.	Rs.
For males	1,03,49,607	1,03,19,534
For females	11,72,943	12,03,016

Institutions for Indians and Europeans—

	Original figures.	Corrected figures.
Average number on the rolls monthly during the year in institutions managed by Government—		
In high English schools (boys)	11,067	11,063
In secondary schools for boys	13,246	13,242
In secondary schools for boys and girls	13,515	13,511
In colleges and schools together	36,010	36,006
Average daily attendance in institutions managed by Government—		
In law colleges	689	699
In all colleges	3,476	3,486
In colleges and schools together	29,361	29,371
Average daily attendance in aided institutions—		
In lower primary schools for girls	41,168	41,188
In all primary schools for girls	49,385	49,405
In primary schools for boys and girls	744,707	744,727
In "other schools" (miscellaneous schools)	73,633	73,233
In all colleges and schools	910,153	909,773
Scholars learning English—		
In commercial schools—		
Boys	481	478
Girls	229	232
In all special institutions—		
Boys	4,902	4,899
Girls	380	383
In all colleges and schools of public instruction—		
Boys	152,757	152,754
Girls	6,403	6,406
In all institutions (public and private)—		
Boys	156,701	156,698
Girls	6,720	6,723
Girls in boys' schools—		
In commercial schools	1	5
In all special schools	9,494	2,498
In all colleges and schools of public instruction	89,469	89,473
In all institutions (public and private)	91,341	91,345
Scholars classified according to sex, race or creed—		
Europeans in middle English schools for boys—females	492	420
in all secondary schools	7,416	7,344
in industrial schools—		
males	213	201
females	4	16
Total number of Europeans in all institutions of public instruction	8,834	8,762
Total number of Europeans in all institutions (public and private)	8,834	8,762

F-30 7/12

	Original figures.	Corrected figures.
Buddhists in commercial schools—females	1	......
in all special schools	94	93
in all institutions of public instruction	1,032	1,031
in all institutions (public and private)	1,109	1,108
Parsis in commercial schools—females	...	1
in all special schools	3	4
in all institutions of public instruction.	95	96
in all institutions (public and private)	97	98
Race or creed classified under "others" in middle English schools for boys—females	6	78
Total number of pupils—		
(*a*) In all secondary schools	1,874	1,946
(*b*) In all institutions of public instruction	52,760	52,832
(*c*) In all institutions (public and private)	53,903	53,975
Total (all classes) in industrial schools—		
Males	1,565	1,553
Females	681	693
Number passed in Sanskrit second examination from institutions under public management	9	32
in Sanskrit first examination from institutions under public management	32	9
Number of hostels or boarding houses—		
Aided—for males	45	56
Total number for males	610	621
Total number for males and females	711	722
Institutions for Europeans—		
Total number of scholars learning a classical language in middle English schools for boys	665	754
Scholars in industrial schools for Europeans by sex, race or creed—		
Europeans—males	188	175
females	...	12
Total all classes—males	206	194
females	...	12
Expenditure on unaided high schools for girls—	Rs.	
From fees	3,612	...
From subscriptions	300	...
From endowments and other sources	1,300	...
Total expenditure	5,212	...
Expenditure on unaided middle English schools for girls—		Rs.
From fees	...	3,612
From subscriptions	...	300
From endowments and other sources	...	1,300
Total expenditure	...	5,212

APPENDIX II.

CHANGES IN INSPECTING ARRANGEMENTS DURING THE QUINQUENNIUM IN THE DIFFERENT PROVINCES.

In Madras (where there are no commissioners or commissioners' divisions) the quinquennium has seen a reorganisation of the inspecting agency for boys' schools. Up to 1908-09, the presidency was divided into six inspectors' circles each consisting of a number of revenue districts ranging from two to six according to the density of the population and educational advancement. Each circle was again divided into divisions, the average number of divisions to each circle being two and the total number of divisions being twelve. Each division was under the control of an assistant inspector, and was again sub-divided into ranges. Each range was generally coterminous with a revenue *taluk* and controlled by a sub-assistant inspector. Each range was again sub-divided into (on the average) two sub-ranges; a sub-range was in charge of a supervisor of elementary schools mainly subordinate to the sub-assistant inspector but ordinarily appointed and paid by the local body. "The first item in the reorganisation," says Sir A. Bourne, "was the appointment of two more inspectors and the consequent raising of the number of circles to eight and a reduction in the size of those which had proved unmanageable. The second was the appointment of an assistant inspector for each revenue district. The third was the provincialisation of the staff of supervisors." "These improvements in the inspecting staff," he proceeds, "have enabled me to make alterations in the distribution of the work of inspecting officers made necessary by the new edition of the Madras educational rules and of the grant-in-aid code. All secondary schools have now been placed in charge of the inspectors, any assistance they may need in inspection being given by the assistant inspectors. The principal work of these latter officers is to supervise elementary education in their districts. They supervise generally the work of the sub-assistants and supervisors and check specifically each year the work done by these in a certain number of schools. They are also the educational advisers of local boards and municipalities. They are still also mainly responsible for statistics and they commonly preside at the conferences for admission to aid and the assignment of grants. The chief function of the sub-assistants is still the inspection for aid of elementary schools. The supervisor's duty is to improve existing schools and assist in the starting of new ones. In order that they may be able to spend most of their time in the schools, they have been almost entirely relieved of office work and correspondence."

In Bombay there has been no change in the number of inspectors, which remains five; but the number of deputy inspectors has been increased by three and that of assistant deputy inspectors from 69 to 95. The director considers that means must be adopted for securing an adequate supply of graduates in the inspecting staff; this, combined with the improved position of high school teachers, appears to indicate the desirability of enhanced pay.

In Bengal the educational work in some of the divisions is so heavy as to demand the presence of more than one inspector. Until recently indeed each division had both an inspector and an additional inspector. A redistribution has now been made; and, of the total of twelve inspectors, three are posted to the Burdwan, four to the Presidency and two to the Patna division (including Tirhut), while the other three divisions have an inspector apiece. Each of these officers has attached to him an assistant inspector. There are also 60 deputy and additional deputy inspectors, 303 sub-inspectors, 70 assistant sub-inspectors, and 388 inspecting *pandits* or *guru*-instructors. The multiplicity of officers of about the same standing in a single area raises new problems. "A scheme has now been passed," writes Mr. Prothero, "sanctioning as an experimental measure a territorial distribution of work among the inspectors (divisional and additional) in the Presidency, Burdwan and

Patna (including Tirhut) divisions. The divisional inspector takes the general educational administration, the inspection of all government high schools, and a certain number of aided high English schools. A similar arrangement regarding the work of assistant inspectors and deputy (including additional deputy) inspectors also obtains. With regard to the latter classes of officers, however, it is also proposed that where there is more than one assistant inspector in a division or more than one deputy (including additional deputy inspectors) inspector in a district, the officers concerned should have their headquarters at different places. This proposal is still under consideration in the office of the director of public instruction."

In the United Provinces the number of inspectors has been increased from six to nine and their circles are now conterminous with revenue divisions. Each has attached to him an assistant inspector. Formerly the inspector concentrated his energies on English education, the assistant exercising control over vernacular schools. Now the responsibility for all kinds of education, except female and technical, has been concentrated in the inspector. The change has proved satisfactory. The functions of assistant inspectors were also more clearly defined and broadened with a view to their rendering more aid to the boards. Each district has its deputy inspector; and there are 132 sub-deputy inspectors. This staff is considered inadequate. The principal change has been the re-transfer of the deputy and sub-deputy inspectors from the control of the boards to that of the department. Sanction to this transfer was received just after the quinquennium. The director considers that the measure will give a sense of security to this branch of the service and will place the department in closer touch with educational affairs in the districts.

In the Punjab it was found that there was some want of harmony between the education department and the local authorities, and local bodies felt their liberty hampered by departmental restrictions and insistence on a rigid standard of educational expenditure. Inspectors' circles were accordingly made conterminous with commissioners' divisions; and the commissioner and the inspector now act in consultation regarding the allotment of funds and the policy of the boards. The inspector in Multan writes, "The advantages of this arrangement are manifest. The inspector has his voice and is given a fair hearing. He is enabled to place the departmental view before the commissioner. Besides, the collaboration with deputy commissioners, which is in a large measure secured under the present system, is highly beneficial to educational work. No other special changes are reported save the addition of five assistant district inspectors."

In Burma there are now six inspectors and six assistant inspectors. Five of the inspectors are in charge of circles. The sixth supervises European and normal schools. Notwithstanding the addition of a new circle during the quinquennium, some of the five circles are still unwieldy; and three of them (one of which will now be split up) comprise two commissioners' divisions apiece as well as the Shan States. Previously the inspectors all lived in Rangoon. Now they are posted at the headquarters of their circles and discharge administrative functions. There are also fifty-eight deputy inspectors and sixteen sub-inspectors. This represents a small increase. On the other hand, the class of officer called itinerant teachers (which had not given satisfaction) has been abolished. Owing to financial stringency, the increase in deputy and sub-inspectors, which was a necessary condition of the disappearance of itinerant teachers, has not taken place; and elementary education has suffered in consequence. At the end of the period a deputy inspector might still have from 100 to 180 registered schools to inspect twice a year, besides several hundreds of unregistered schools with which he is supposed to keep in touch.

In Eastern Bengal and Assam the general organisation is similar to that in Bengal, with the exception that, as explained just above, the duties of inspecting officers are differently arranged, when more than one has to be posted to a single administrative area. It was intended that each of the Eastern Bengal divisions should have two inspectors. It has been found necessary to post three to the Dacca division, and the Rajshahi divi-

sion has only one. Altogether four inspectors have been appointed during the quinquennium. The reorganisation scheme described in the last quinquennial review has not been fully carried out. The appointment of assistant sub-inspectors has been checked and inspecting *pandits* are being gradually abolished. These two grades of officers are being superseded by sub-inspectors of better attainments.

In the Central Provinces inspectors' circles are now conterminous with commissioners' divisions. In three of them it has been found necessary to appoint assistant inspectors. An inspector of European schools, who will also perform other functions, has been sanctioned.

Inspection work in Coorg and the Civil and Military Station of Bangalore is carried on by inspectors from the Madras Presidency, but a change in this system is contemplated.

In the North-West Frontier Province there is a district inspector in each district. The Peshawar district has in addition an assistant district inspector. The inspecting agency belonged to the Punjab educational service; but since the close of the quinquennium, a separate cadre and two inspectors have been sanctioned for the charge of the two circles into which the province has been divided.

Statement showing inspecting officers employed in the several provinces.

	Inspectors.	Assistant Inspectors.	Deputy or District Inspectors.	Sub-Inspectors or Assistant District Inspectors or Sub-Deputy Inspectors.	Assistant Sub-Inspectors.	Supervisors of Elementary Schools.	Inspecting Pandits.	Special Inspecting Officers.	Inspectors for Technical and Industrial Education.	Inspectresses.	Assistant Inspectresses.	Sub-Assistant Inspectresses.	TOTAL.
Madras (including Coorg)	9	22	...	105	...	238	...	9	1	3	3	7	397
Bombay	5	...	30	95	...	...	...	1	...	2	...	...	133
Bengal	12	12	60	303	70	...	388	4	1	2	6	...	858
United Provinces	10(*a*)	9	48	132	...	...	...	4	1	8	1	...	213
Punjab	6	12	30	30	...	...	...	...	...	2	2	...	82
Burma	6	6	58	16	...	...	...	...	...	...	...	...	86
Eastern Bengal and Assam	8	8	59	149	22	...	61	4	...	2	2	...	315
Central Provinces and Berar	5	(*b*)	43	...	...	...	...	...	...	1	2	...	51
North-West Frontier Province	2	...	5	1	...	...	...	...	...	...	...	...	8
TOTAL	63	69	333	831	92	238	449	22	3	20	16	7	2,143

(*a*) Includes Inspector of Normal and Training Schools.

(*b*) There are three Assistant Inspectors temporarily sanctioned for Central Provinces.

APPENDIX III.

THE ARTS AND SCIENCE COURSES FOR GRADUATION IN INDIAN UNIVERSITIES.

Calcutta.

The intermediate course both in arts and science comprises English and vernacular composition as compulsory and three alternatives chosen from a list. In the arts course these electives are placed in two groups, the former being of arts subjects, from which two at least must be chosen, the latter of science subjects, of which one may be taken, unless all three are selected from the first group.

The arrangement for the arts degree is similar. Four subjects are taken, *viz.*:—

1. *Compulsory.*—English.
2. *Compulsory.*—Vernacular composition.
3 and 4. *Alternative.*—Two subjects out of a list of ten. One of the two alternatives is language; and under this head ten separate languages are included of which one may be taken. The ten alternatives fall into two groups of five each, the first group arts, the second science. The candidates must select at least one subject from the arts group.

The B.Sc. course consists of three subjects chosen out of a list of eight science subjects (among which are included mathematics and experimental psychology). Honours are obtained by success in the pass course and by further specialisation in one subject on which additional papers are set.

The M.A. examination is taken ordinarily after two years of study in an affiliated college or under university lecturers subsequent to taking the B.A. But there are three noticeable points. Among the twenty subjects, one of which must be offered, figure some science subjects (physics, chemistry and others). This permits a complete reversion to a science school. Secondly, a private candidate is admitted to the M.A. examination after three years have elapsed since he passed the B. A. or after two years if there is no arrangement for university lecturers. In either case a special order of the Senate is required. Thirdly, the necessity of practical instruction in science is recognised in the non-admission of private candidates in a science subject. This is also the case in the M.Sc., where there is a choice of eight subjects, all of which, save mathematics, are strictly scientific, and all, save mathematics, involve a regular course of two years' study in an affiliated college or under university lecturers.

Bombay.

The University of Bombay is peculiar in having a previous examination wedged in between matriculation and the intermediate and serving as a common preparation for the subsequent courses in all the faculties (save for the expiring L.M. & S. course). This is held at the end of the first year of college study. The subjects comprise English, a second language, mathematics and elementary physical science—the last a recent substitute for ancient history. But this examination is no longer obligatory. A student may be admitted to the intermediate or equivalent examination on producing a certificate from the principal of an affiliated arts college showing that he has satisfactorily carried out the work appointed by the university for the first year of the arts course (*viz.*, in the subjects just mentioned) and on having completed a second year of study.

The course for the intermediate in arts has been rendered more specialised by the excision of physics, the substitution for it of Indian history and

administration, and the relegation of mathematics to a position alternative with logic. The course consists of four subjects :—

1. English.
2. Second language.
3. Indian history and administration.
4. Mathematics or logic.

The science course is comprised of one of four groups each containing a combination of three science subjects, mathematics being admitted as an element of one group together with physics and chemistry. The omission of English from the science course is noticeable, but not unnatural, since the subject has been studied as part of the " previous " course.

The B.A. course was hardly affected by the new regulations, and contained four subjects—three compulsory and one alternative. A radical change has now been effected; and in 1914 the examination will be held in two subjects or groups only, *viz.*:—

1. *Compulsory.*—English language and literature, with composition.
2. *Alternative.*—One of the following :—
    (*i*) Languages, *i.e.*, English and a classical language or French or German.
    (*ii*) Mathematics.
    (*iii*) History and economics.
    (*iv*) Mental and moral philosophy.
    (*v*) Physics and chemistry.
    (*vi*) Botany and zoology.

No special correlation is required with the intermediate subjects. The course and examination for the honours degree are the same as for the pass with the addition of advanced courses in the alternatives. In the case of group (*i*) honours are confined to English, Latin, Sanskrit and Persian. The candidate for honours has to satisfy the examiners in the pass papers and in three additional papers, or, in science subjects, has to take different papers and practical tests identical with the one set for the subsidiary B.Sc. The B.Sc. course previously permitted a choice of two of any of seven subjects. During the quinquennium this arrangement has been changed and these subjects have been grouped together in pairs, the candidate having to take his choice of one group, in which he may select one of his subjects as the principal, the other as the subsidiary subject. The groups are as follows :—

(*i*) Physics and chemistry (with a course of the calculus).
(*ii*) Mathematics and physics.
(*iii*) Chemistry and botany.
(*iv*) Chemistry and zoology.
(*v*) Botany and zoology.
(*vi*) Geology and zoology.
(*vii*) Botany and geology.

The examination will be held under this regulation in 1915. Honours will be awarded to a candidate who obtains first class marks in his principal subject and is recommended by the examiners. The curricula of the science course have been revised with a view to giving greater importance to the practical part.

Any bachelor of arts might, one year after obtaining his degree, enter for the M.A. examination in any one of the seven groups, three of them being scientific. Under recently framed regulations, while attendance at a college still remains unnecessary, two changes have been made. The M.A. course is now limited to a choice of four purely arts subjects; and the science subjects expanded to six by the addition of mathematics and the breaking up of the " Natural science " group into the separate subjects of botany, zoology and

geology, lead up to a new degree of M.Sc. The M.A. under this new regulation will first be held in 1916, the M.Sc. in 1913.

Madras.

The changes brought about by the new regulations have not yet had their full effect. The characteristics are that there are no distinctively science degrees (though this is mainly a matter of terminology) that the B.A. degree is taken in two parts, that the honours course is distinct from the pass, and that the M.A. examination is abolished, the degree being reserved for graduates with honours. The B.A. honours examination will first be held in 1914; and that will also be the date for the abolition of the M.A. examination. A subsequent change is the substitution of bachelorship of sanitary science for the licentiate in the same subject which can be taken after either the Final M.B. and C.M. or the Final L.M. & S. Two changes of considerable importance in the intermediate are the addition of translation from a classical or foreign language as an alternative for vernacular composition and the amalgamation of alternative groups (*iii*) and (*iv*)—as shown below. Vernacular composition had been added by Government as a second compulsory (the other being English) when the new regulations were presented. The reason for the present change is the belief that the regulation had discouraged the study of Sanskrit in schools. The second change is probably connected with the first, being due to the fact that very few students took alternative group (*iv*), which consisted of two languages (one at least classical) and either history or logic.

The intermediate examination as it now stands is in five subjects:—

1. *Compulsory.*—English (with set books).
2. *Alternative.*—Vernacular composition or translatien into English from a classical or foreign language.

3—5. *Alternative.*—Either (*i*) mathematics, physics and chemistry, or (*ii*) natural science, physics and chemistry, or (*iii*) any three of ancient history, modern history, logic, a classical language, a second classical language, a foreign language or a vernacular.

The B.A. pass course comprises two parts, in either or both of which the candidate may present himself at a time, but not more than three times. The first part consists of English language and literature; the second of one of the following subjects or groups:—

(*i*) Mathematics.
(*ii-A*) Physical science—physics.
(*ii-B*) Physical science—chemistry.
(*iii*) Natural science.
(*iv*) Logic, psychology and ethics.
(*v*) History and economics.
(*vi*) Two languages, one being a classical language already studied at the intermediate.

A close correlation is prescribed between the subjects taken by any one student at the intermediate and the B.A. Thus, the science groups (*i*) and (*ii*) of the intermediate qualify, with certain limitations, for groups (*i*), (*ii*) and (*iii*) of the B.A.; and group (*iii*) likewise, with limitations, for groups (*v*) and (*vi*). An exception is group (*iv*) of the B.A., which may be taken whatever group was selected in the intermediate—presumably because the subjects composing it, though of the "humane" type, have a strongly scientific basis.

The honours B.A. examination, which after 1914 will admit to the M.A. degree upon the lapse of two years and the payment of a further fee, is quite different from the ordinary B.A. It also consists of two parts. The first is held in a preliminary course in English consisting of a portion of the B.A. English course, but after the lapse of one year from passing the intermediate. An alternative is the taking of the B.A. degree, with the subjects it is desired

to offer in the honours examination. In either case, a further two years' course of advanced study in a single subject or group of subjects out of a choice of nine (one of which is English language and literature) is required. The point of the arrangement is that at least three years' study is required in all, the necessary preliminary course in English being disposed of in the first year, so as to leave two years for close specialisation.

Punjab.

The intermediate in arts course comprises three compulsory subjects—English, a classical language (or for women, French, German or a vernacular) and either mathematics or physics and chemistry; and one elective subject out of a choice of six, *viz.*, mathematics, history, philosophy, a branch of science and a second classical language (or for women, French, German or a vernacular). The intermediate in science course also prescribes four subjects or groups—English, mathematics and physics and chemistry being compulsory, and a choice of one being allowed among biology, physiology and geology.

The B.A. course has been changed by the separation of history and economics into two subjects, and the restriction of science optionals (which were previously six in number) to physics or chemistry; still later by the addition of astronomy as an eighth optional. This last regulation will come into force in 1914; and the course will then stand as follows:—

1. *Compulsory.*—English.

2 and 3.—*Alternative.*—Two of the following:—

(*i*) A classical language (or for women French).
(*ii*) Pure mathematics.
(*iii*) Applied mathematics.
(*iv*) History.
(*v*) Political economy.
(*vi*) Philosophy.
(*vii*) Physics or chemistry.
(*viii*) Astronomy, with optics and spherical trigonometry.

The B.Sc. course retains English, in addition to which the candidate may choose one of nine groups each consisting of two subjects, either purely scientific or combined with pure or applied mathematics. These alternatives will be reduced to seven groups in 1914 by the excision of mathematics and a re-grouping of subjects. Honours in the B. A. are attained, not through a separate course, but by passing in two additional papers in any one of the three subjects offered. Similarly additional tests secure honours in the B.Sc. In 1914 migration will be allowed from the arts to the science course after the intermediate and *vice versâ*, provided certain subjects have been taken.

The M.A. and M.Sc. examinations are open to college students a year after the passing of the B.A. or B.Sc. For the former one subject is chosen out of a list of five; for the latter out of a list of seven, which will be reduced to six in 1914 by the exclusion of mathematics.

Allahabad.

The arrangement of subjects for the intermediate at the University of Allahabad is complicated in appearance. This is largely because there is no intermediate in science, so that a considerable range of selection has to be provided. The only compulsory subject is English. This is combined with one out of a choice of five groups, two of which have sub-alternative subjects. The practical results are that a candidate takes four subjects (one or other being occasionally combined with an allied subject), of which the three elective subjects are so grouped as to form mainly either (*i*) a history course, or (*ii*) a mixed arts course, or (*iii*) a mixed arts and science course, or (*iv*) and (*v*) science courses.

The passing of the intermediate examination in any group leads on to the B.A. course. But for admission to the B.Sc., course (*iv*) or course (*v*) of

the intermediate must have been taken. For the B.A. degree three subjects are taken, namely :—

1. *Compulsory.*—English.

2 and 3. *Alternative.*—(*i*) (*a*) Classical languages.
(*b*) Mathematics.
(*ii*) (*a*) Philosophy.
(*b*) Political economy.
(*c*) History.

A candidate can take two subjects in group (*i*), *viz.*, two languages or a language and mathematics; or he may take one of the subjects in group (*i*) and one of those in group (*ii*). Persian is no longer combined with Arabic, but has been made a separate subject. The B.Sc. course comprises five subjects, English remaining compulsory as in the Punjab University, and the other three subjects being placed in two alternative groups. The result is that a candidate must take English, physics and chemistry and has the choice of mathematics or biology. There are no honours courses or examinations.

The M.A. and M.Sc. examinations are open to those who have undergone a course of two years' study in an affiliated institution after passing, in the case of M. A., the B.A. or B.Sc., and in the case of the M.Sc., the B.Sc. examination. Two examinations are prescribed, the previous at the end of the first year, the final at the end of the second year. One subject or group of subjects is taken. The choice is as follows :—

M.A.	M.Sc.
(*i*) Languages, including the literature and the history of the country where the language is spoken, or (in the case of Sanskrit) philosophy.	(*i*) Mathematics.
(*ii*) Mental and moral science.	(*ii*) Physics.
(*iii*) History, political economy and jurisprudence.	(*iii*) Chemistry.
(*iv*) Mathematics.	(*iv*) Zoology.
(*v*) Political economy.	(*v*) Botany.

APPENDIX IV.

FACULTIES, COURSES AND EXAMINATIONS IN INDIAN UNIVERSITIES.

The faculties in the universities are as follows :—

In 1907.	Changes since effected.
Calcutta.—Arts, science, law, medicine, engineering.	None.
Bombay.—Arts, law, medicine, engineering.	"
Madras.—Arts, law, medicine, engineering.	"
Punjab.—Arts, science, law, medicine, oriental learning.	"
Allahabad.—Arts, science, law.	Medicine added.

The absence of science as a faculty does not mean its absence as a subject. The University of Bombay has its science courses leading to the intermediate in arts and bachelor or master of science examinations; the Madras University has no separate nomenclature for its science examinations, but correlated courses leading up to them are prescribed throughout. Nor does an enumeration of the faculties exhaust the list of courses or schools of study. In every university save Bombay, a course for teachers exists. Bombay offers courses in agriculture and commerce. Under medical faculties various courses are arranged, including in some cases public hygiene. Under the faculty of science in the Punjab University there is a short engineering course. In the United Provinces, the Thomason College, Roorkee, gives its own engineering certificates.

It will be convenient in the first place briefly to consider the different courses, examinations and degrees, especially the changes made during the period. In the second place a more detailed description will be given of the courses in arts and science up to the degrees of M.A. and M.Sc., relevant to the present chapter. Further allusion to some of the other courses will be made in subsequent chapters. An admirable conspectus of the courses is shown in the diagrams (*see* pages 75 to 79), supplied by the universities.

Arts and science.—These may be considered together, especially as, in Madras, there is no so-called science course, though the arrangement of subjects and the prescription of a strict correlation have the effect of dividing the courses into those of arts and science. All other universities have made the separation in name as well as in fact, though at Allahabad it takes effect only at the degree stage and though in some universities and under certain conditions limited provision is made for passage from the one to the other. The courses for the intermediate in arts and science last for two years. English is a compulsory subject in the I.Sc. as well as in the I.A. examination save at Bombay, where the previous examination (against the recommendation of the Universities Commission) is still retained—though its retention is mitigated by the rule that a certificate of having completed the course is accepted in its stead—and ensures the study of English. Vernacular composition is also compulsory both in the intermediate and B.A. examinations at Calcutta, and was till recently compulsory in the intermediate at Madras. Four subjects are now prescribed for the I.A. in all universities save Calcutta and Madras, where five subjects are required. For the I.Sc., the number of subjects is five at Calcutta, three at Bombay, and four in the Punjab. The number of subjects cannot be regarded, either here or in the degree examination, as a criterion of the difficulty of a test, since the curricula may differ considerably and occasionally a subject is really a group of closely allied subjects. At Calcutta vernacular composition is reckoned as a subject in both examinations.

Admission to the B.A. or B.Sc. examination involves a further period of two years' study in an affiliated institution. The number of subjects for the B.A. is at Calcutta four (one being vernacular composition), at Bombay and Madras two (some of the subjects, however, are really groups of kindred subjects), in the Punjab and at Allahabad three. The change at Bombay

involves a reduction from four to two subjects. Madras recognises the principle of examination by compartments, the test being undergone in two parts. The Punjab has offered the novel subject of astronomy and has instituted a central observatory. In the B.Sc., Calcutta, the Punjab and Allahabad require three subjects, Bombay two. At Calcutta and Bombay English does not form a subject of study for the I.Sc. Honours in the B.A. and B.Sc. are obtainable at all universities save Allahabad. At Calcutta and Bombay and in the Punjab the honours course is not separate from the pass, but the additional distinction is gained by a more advanced study in some one subject or by the winning of specially high marks at the examination in the subject offered for honours. Madras alone has a different course, which is now to be extended through three years of study and to qualify for the M.A. degree.

Under this arrangement the M.A. ceases to exist at Madras as an examination degree, but is given on payment of a fee two years after the passing of the honours B.A. At all other universities the degrees of M.A. and M.Sc. are gained by the passing of an examination. At Calcutta (ordinarily but not always), in the Punjab and at Allahabad study for two, one and two years respectively admits to these examinations, save that at Allahabad the M.Sc. course occupies only one year. At Bombay (where the M.Sc. is a new degree) the course occupies two years but need not be studied at a college.

The degree of Doctorate is also conferred at Calcutta; the doctorate of philosophy or of science is given to one who, having passed the degree of master in the first or second class, presents after three years a thesis showing evidence of original research. This degree is not given at Bombay save in the faculty of medicine or at Madras save in those of medicine and law. In the Punjab the pursuit of advanced study for two years subsequent to passing the M.A. or M.Sc., the presentation of a thesis and an examination in the subject of the thesis and cognate subjects qualify for the degree of D.Lit. or D.Sc. The arrangement at Allahabad is similar, save that at least three years' interval is required after the examination admitting to the degree of master, the test is purely *vivâ voce* or (in the case of science) practical, and the subjects are limited for the doctorate of letters, to subjects connected with ancient India (history, philology, archæology, philosophy, religion) or to Arabic language and literature or the philology of the Semitic languages.

Law.—In all the universities the study of law for a degree commences after the bachelorship either in arts or science has been gained. At Calcutta the course for the bachelorship of law has been extended from two to three years (or to two and a half years if distinction is gained in the preliminary examination at the end of the first year's study) with an examination at the close of each year. During these years attendance is required at lectures and moot courts in a law college. In the other universities the degree of B.L. or LL.B. is conferred on the result of examination after two years' study in a law college; a previous examination is held at the close of the first year. The course at Bombay was previously of three years; it has now been reduced to two.

The degree of M.L. or LL.M. is given as the result of an examination. Study at a law college is not required. The minimum period which must elapse between the taking of the bachelor of law degree and appearance for the mastership examination is two years save at Calcutta, where no time is specified, so that a candidate may present himself the next year. In the Punjab this degree is unknown; but an examination for honours LL.B. is held under similar conditions.

The degree of D.L. or LL.D. is given in all universities save Bombay, (where it is non-existent) on presentation of a thesis. At Calcutta the period which must elapse after the taking of the M.L. degree is one year; and practice is not insisted on during this year. At the other three universities practice is a requisite, at Madras the period has been altered to five years' practice as a B.L., and one year after passing the M.L. In the Punjab it is three years after passing the M.L.; and at Allahabad five years after passing the LL.M.

The non-degree examinations for pleaders and mukhtars are controlled by the high or chief courts. They have no connection with the university

save that the candidates for the former study in the law colleges or classes. The Punjab University, however, holds a mukhtars' examination for those who, having passed the intermediate, have completed a year's study or have been recommended by the chief court.

Medicine.—The main changes wrought by the regulations made after the 1904 legislation were the abolition of the licentiate in medicine and surgery in three of the universities and the breaking up of the doctorate into various specialised degrees. The L.M. & S. is now moribund at Bombay and will cease in 1915; it will then continue only at Madras. The higher degree courses are variously arranged. At Calcutta they may commence immediately after matriculation or after the intermediate, at Bombay after the previous examination, at the other universities after the intermediate. The periods of study also vary, but in all cases those fixed for the attainment of the bachelorship exceed the period within which an ordinary arts or science degree can be obtained. The doctorate or some equivalent degree is conferred at all universities save Allahabad. The qualifications are a certain number of years' practice since passing the M.B. and success in an examination. The period of practice required varies from five years at Bombay to three at Calcutta and Madras and may be reduced under certain conditions, *e.g.*, when the practice is taken in a hospital. The final examinations at Calcutta are for the M.D., M.S. (Master of Surgery), M.O. (Master of Obstetrics), D.P.H. (diploma of public health). Bombay besides the M.D. and the M.S. offers a degree of bachelor of hygiene, and Madras one of bachelor of sanitary science, but none for surgery. The Punjab offers the M.D. and M.S.

Engineering.—All universities also offer engineering courses, save Allahabad. The compass of the course is governed by the potentialities of the institutions to hand. At Calcutta study commences after the candidate has passed the intermediate in arts or science, and leads on to an intermediate in engineering after two years and a bachelorship after a further two years. Five years' practice in the profession (with repute) after attaining the B.E. degree and the presentation of a thesis qualify for a special doctorate of science (engineering). At Bombay important changes are in progress—namely, a transition from the licentiate to degree courses in three different branches (civil, mechanical and electrical) which are completed three years after the previous stage. Three years' subsequent practice and success at an examination also qualify for the mastership in civil engineering. At Madras also the bachelorship course is of three years, but commences after the intermediate; there is no higher degree. The Punjab offers only a certificate in engineering, obtained by examination after two years' study in a college subsequently to passing the matriculation.

Teaching.—All universities save Bombay now offer a course for the training of teachers. At Calcutta there is a licentiate course of two years for those who have passed the intermediate; there is also a degree course of one year for those who have passed the B.A. or B.Sc. As well as the theoretical course, six months' practical training at a college, or a year's work as a teacher in a recognised school is required. The three other universities offer only one course, in all cases of a year's duration after the passing of the degree, and leading to a licentiate, or in the case of the Punjab, a further degree examination. The course at the Punjab was lowered from two years to one year during the quinquennium with the result that it has grown greatly in popularity.

Oriental studies.—The Punjab University offers courses and examinations leading to an intermediate (two years) and to degrees of B.O.L. (two years), M.O.L. (one year) and D.O.L. (two years' advanced study and the presentation of a thesis in addition to the passing of an examination). The object is the dissemination of western knowledge through the medium of the vernaculars; but English and an oriental classic form second languages; and the master's degree is gained by examination in Sanskrit, Arabic or Persian. The courses have never proved popular and have been modified to bring them more into line with present demands. The same university offers titles for proficiency in an oriental classic. Madras has recently adopted a similar system of titles for proficiency in classical and vernacular languages.

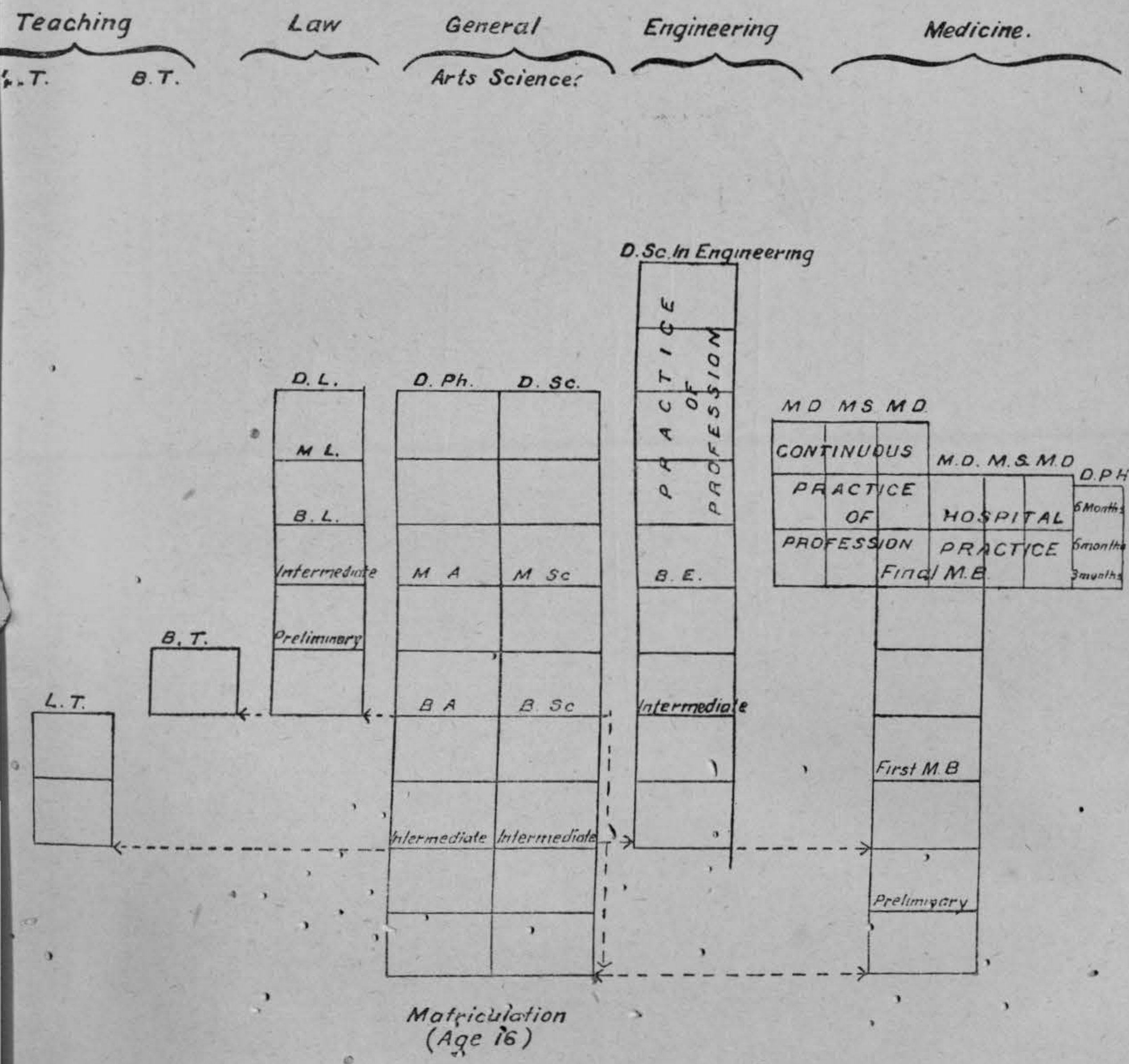
Agriculture.—Bombay offers a degree of agriculture (B.Ag.) obtainable by examination after a three years' course in an agricultural college subsequent to the previous stage. There are two preliminary examinations, each at the end of the year.

Commerce.—Bombay also offers an intermediate examination in commerce, involving a year's course of study in a college of commerce subsequent to the previous stage; and a further examination for a degree of commerce after two years' similar study.

APPENDIX V.

Charts showing the various courses leading to degrees under the new regulations of the universities.

CALCUTTA UNIVERSITY.



Notes.—GENERAL:—Bifurcation after matriculation. Intermediates in arts can appear at intermediate in science examination after one year's study and *vice versâ*. B.A. leads up to M.A. and B.Sc. to M.Sc. B.A. and B.Sc. are equivalent for purposes of admission to professional colleges. New examination:—intermediate in science, M.Sc. and D.Ph.

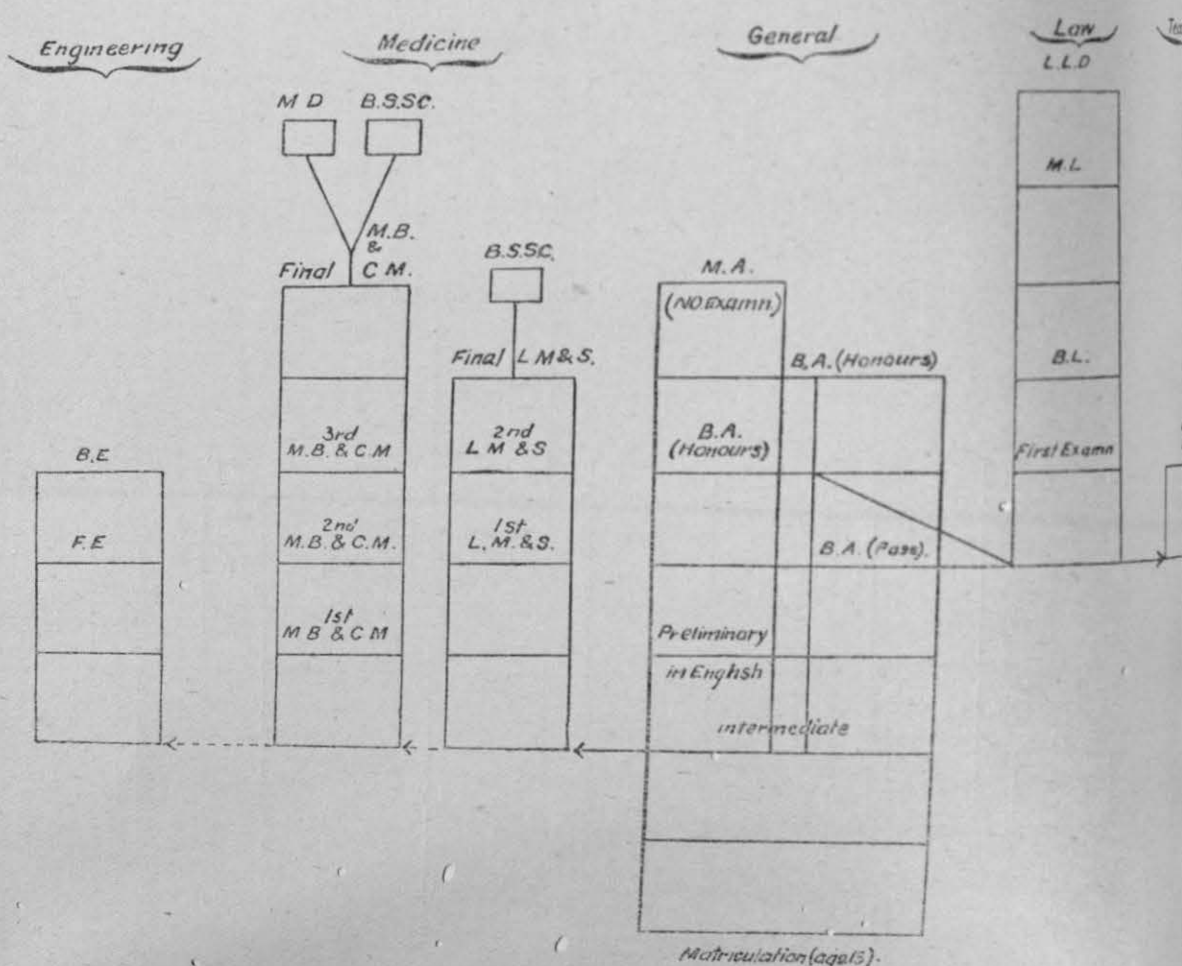
LAW:—A preliminary and an intermediate examination before B.L. M.A.'s can appear at preliminary, intermediate and B.L. at the same time. M.L. a new examination. A first class M.L. can take his D.L. degree without any examination provided his thesis is approved.

ENGINEERING:—Abolition of L.E. examination. Intermediate pass is now the condition of admission into the engineering college; F.E. is replaced by Intermediate. Honours examination and M.E. abolished and replaced by D.Sc. in Engineering. D.Sc. is not a written examination for a first class B. E.

MEDICINE:—Abolition of L. M. and S. examination. Matriculates can go up for M.B. after six years' study. Intermediates in Science can appear at the preliminary and first M.B. at the same time. New degrees:—Master of Surgery, Master of Obstetrics. An examination for a Diploma in Public Health is newly created, to which M.B.'s are admitted.

TEACHING:—New examination called the L.T. for intermediates and B.T. for graduates.

MADRAS UNIVERSITY.



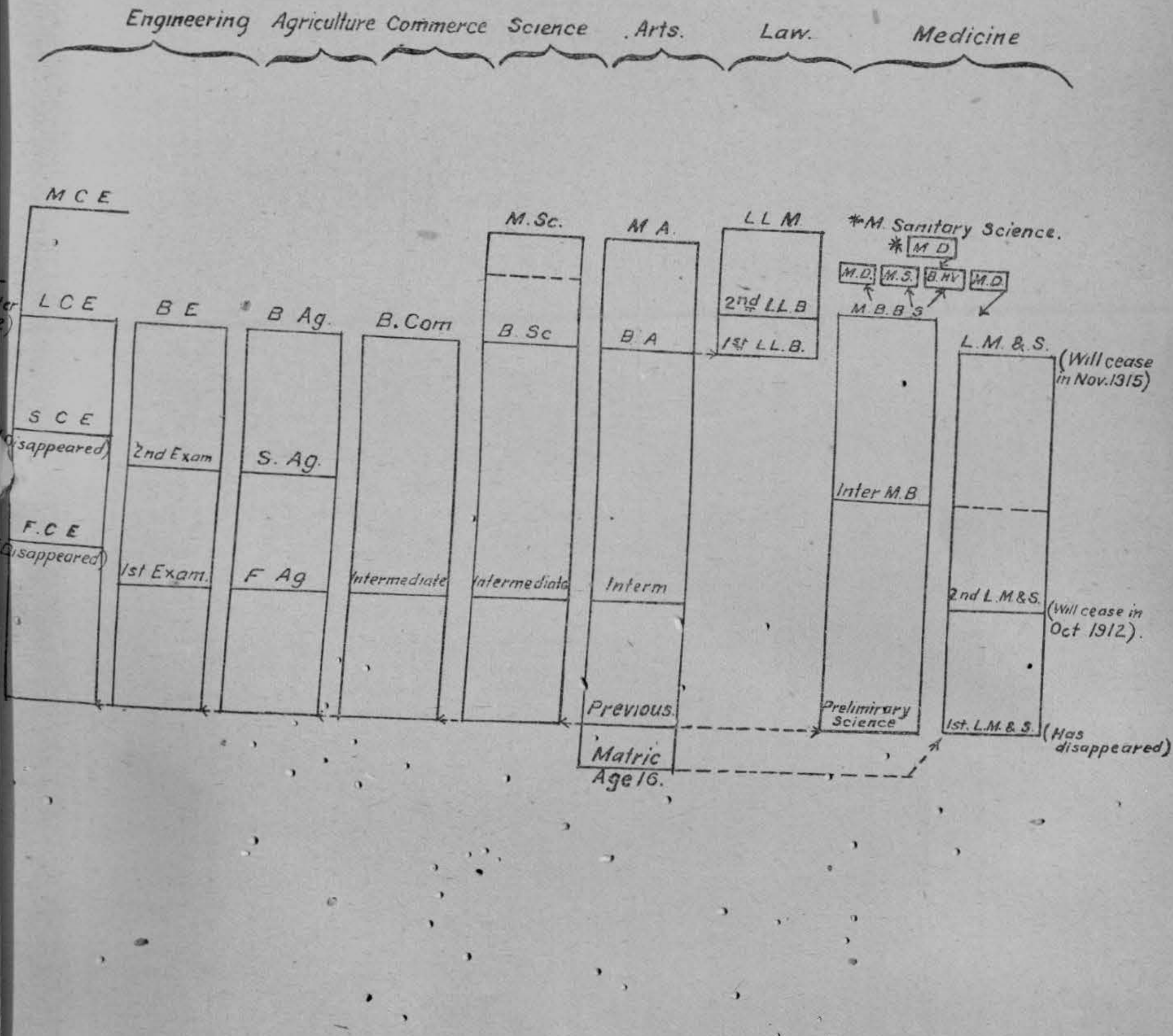
Notes.—GENERAL :—Specialization begins after matriculation. B.A. (Honours), a separate examination from the B.A., newly instituted—a three years' course after intermediate. A B.A. can appear for the examination after two years' study. The examination for M.A. degree is to be abolished a that degree being reserved for graduates in honours, without further examination. The fi culation Examination under the new regulations was held in December 1909, the first new int Examination was held in March 1911, the new B.A. examination will be held from 1913 and Honours in April 1914. B.A. (Ordinary) has two parts or divisions. A candidate may presen self for the whole or either part at any one time. Candidates for the ordinary degree may app times, but for the honours degree once only. The last B.A. examination under the old by- be held in 1914.

LAW :—Creation of LL. D. degree. A candidate after five years' practice as a Bachelor of Laws and one y passing the M.L. may be admitted to the degree, provided the thesis written by him on an connected with law is approved by the syndicate.

MEDICINE :—Third M.B. & C.M. examination is held after three years and not four years as under the ol tions. M.D. is open to M.B.'s after three years' practice. The L.S.Sc. degree has now bee to B.S.Sc., but no change has been made in the courses of study.

ENGINEERING :—Full three years' course now instead of two and half years, and one year's practical training

BOMBAY UNIVERSITY.

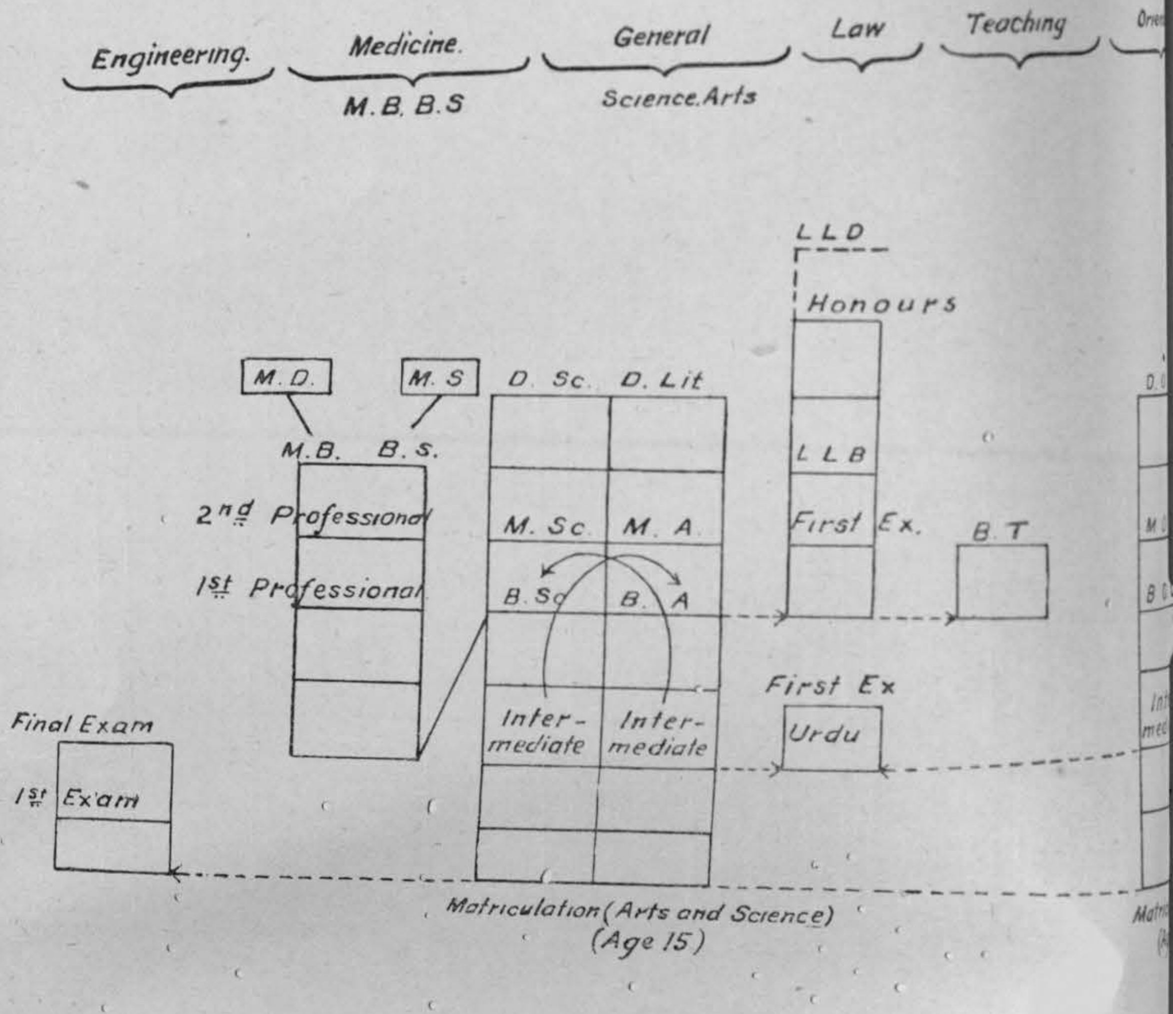


Notes.—LAW :—Any student passing the B.A. and B.Sc. examination can go up for the first LL.B. examination ; no candidate can keep terms for the second LL.B. unless he passes the B.A. or B.Sc. and the first LL.B.

ENGINEERING, AGRICULTURE, COMMERCE, MEDICINE —First Examination is open to 'Previous' passed candidates or to students certified by the heads of arts colleges that they have satisfactorily gone through the studies prescribed for the first year of the arts course.

MEDICINE :—Bifurcation into L.M. & S., and M.B.B.S., = M.D. is no longer reserved for B.A.'s or B.Sc.'s. Any L.M. & S. or M.B. and B.S. can go up for it after fulfilling certain conditions. M.S. is a new degree.

PUNJAB UNIVERSITY.



Notes.—ARTS AND SCIENCE :—Migration from the arts to the science faculty or *vice versâ* is now permitted under con-ditions after the Intermediate examination.

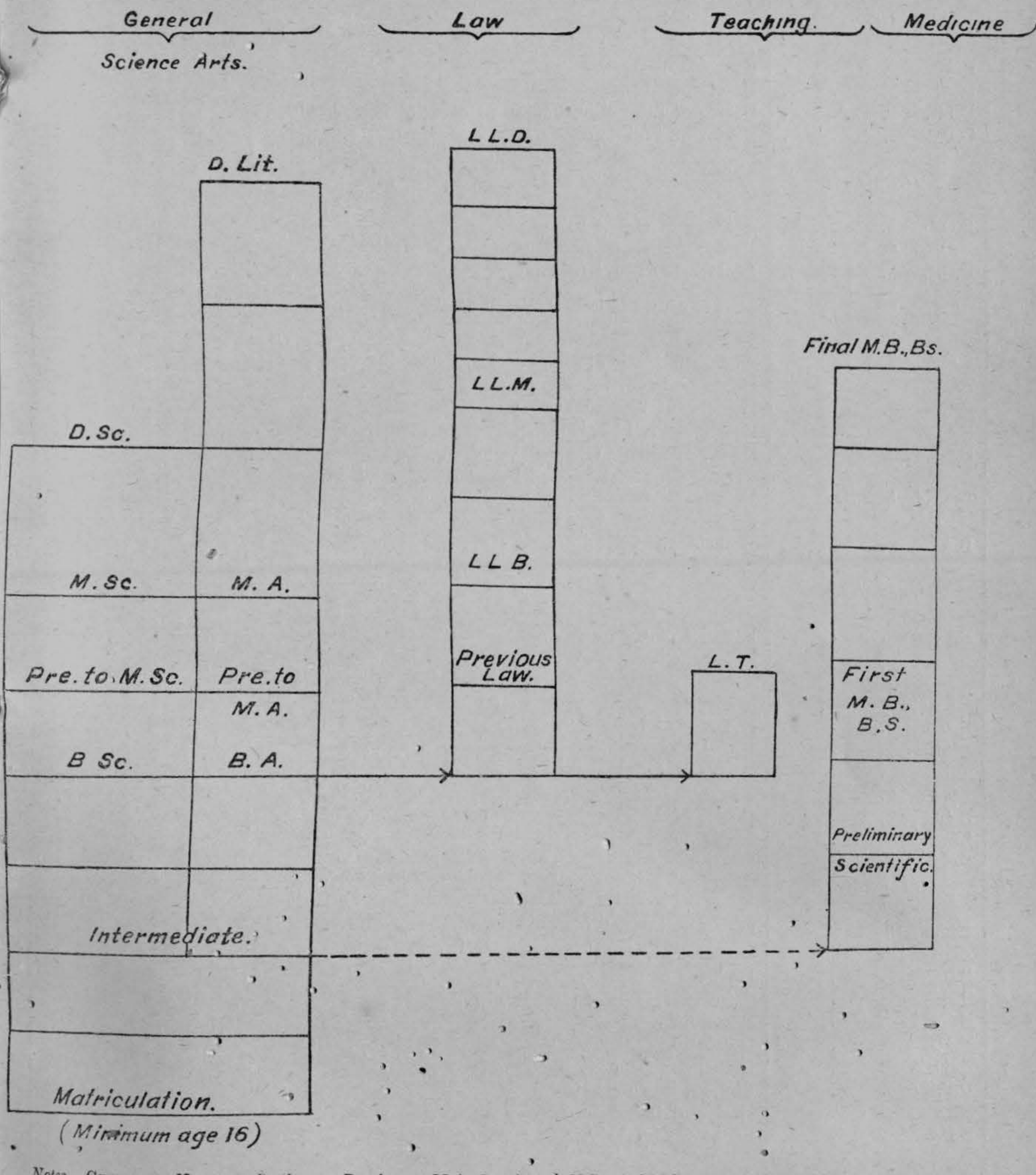
LAW :—The law course has been made a purely post-graduate course, and the simultaneous study of the law courses is no longer possible. There is now a Mukhtars' examination distinct from the First Exami-nation in Law, and the present "Urdu" class will come to an end in 1913.

MEDICINE :—The medical course has been extended from four to five years by adding a year between the Professional and the M.B., B.S. examination. This addition of a year to the courses will lapping in the curriculum.

TEACHING :—It was formerly necessary for a candidate to attend the training college for two years after in order to qualify for the B.T. degree. This period was in 1911 reduced to one year.

ENGINEERING :—In 1911 the syllabus for the First Examination in Civil Engineering was entirely revised examination is now called the Certificate Examination in Civil Engineering. The exami the new regulations will be held for the first time in 1913.

ALLAHABAD UNIVERSITY.



Notes.—GENERAL :—New examinations; Previous to M.A., Previous to M.Sc. and M.Sc.
First D.Sc. and Second D.Sc. abolished. B.Sc.'s can go up for M.A. but B.A.'s cannot go up for M.Sc.

LAW :—Another examination before LL.B. called "Previous Examination in Law." Abolition of Honours Examination and creation of a new degree "M.L." LL.D. is conferred on those who have practised for five years after passing M.L. and have written an essay on a subject connected with law and approved by the faculty.

TEACHING :—L.T. degree recently instituted and is open to B.A.'s and B.Sc.'s.

ARTS :—A master of arts in Sanskrit or Arabic can go up for D.Lit. after three years. He is to undergo a *vivâ voce* examination in the subject of the thesis offered by him.

MEDICINE :—Degrees newly instituted. Candidates passing the Intermediate with Physics, Chemistry and Biology (or with Physics and Chemistry and undergoing a regular course of study in Biology for not less than one academical year) are admitted to the Preliminary Scientific Examination. The course of study for the final examination is divided into two groups—A and B, the term for group A being two years and that for group B three years. The subjects for group A are Midwifery, Gynæcology, Hygiene and Medical Jurisprudence, and those for group B are Medicine, Surgery and Pathology.

Abbreviations used in the University Charts.

Abbreviation.	Explanation.
Arts.	
B.A. . . .	Bachelor of Arts.
M.A. . . .	Master of Arts.
D.Lit. . . .	Doctor of Literature, Punjab ; Doctor of Letters, Allahabad.
D.Ph. . . .	Doctor of Philosophy.
Oriental.	
B.O.L. . . .	Bachelor of Oriental Learning.
M.O.L. . . .	Master of Oriental Learning.
D.O.L. . . .	Doctor of Oriental Learning.
Engineering.	
F.E.* . . .	First Examination in Engineering.
L.C.E. . . .	Licentiate in Civil Engineering.
B.E. . . .	Bachelor of Engineering.
M.C.E. . . .	Master of Civil Engineering.
D.Sc. (Engr.) . .	Doctor of Science (Engineering).
Agriculture.	
B.Ag. . . .	Bachelor of Agriculture.
Commerce.	
B.Com. . . .	Bachelor of Commerce.
Law.	
B.L. . . .	Bachelor of Laws.
LL.B. . . .	Ditto.
M.L. . . .	Master of Laws.
LL.M. . . .	Ditto.
D.L. . . .	Doctor of Laws.
LL.D. . . .	Ditto.
Medicine.	
L.M. & S. . .	Licentiate in Medicine and Surgery.
M.B. . . .	Bachelor of Medicine.
B.S. . . .	Bachelor of Surgery.
C.M. . . .	Chirurgiæ Magister (Master in Surgery).
M.S. . . .	Master in Surgery.
M.D. . . .	Doctor of Medicine.
B.S.Sc. . . .	Bachelor in Sanitary Science.
D.P.H. . . .	Diploma in Public Health.
M.O. . . .	Master of Obstetrics.
B.Hy. . . .	Bachelor of Hygiene.
Science.	
B.Sc. . . .	Bachelor of Science.
M.Sc. . . .	Master of Science.
D.Sc. . . .	Doctor of Science.
Teaching.	
L.T. . . .	Licentiate in Teaching.
B.T. . . .	Bachelor of Teaching.

* In Calcutta the old F. E. Examination is called "the Intermediate."

APPENDIX VI.

SUBJECTS FOR UNIVERSITY EXAMINATIONS.

Intermediate in Arts.

No.	Subject.	Calcutta.	Madras.	Bombay.	Allahabad.	Punjab.
1	English	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory.
2	A Vernacular language	Ditto	Ditto	..	..	..
3	A Classical language	Elective	Elective	Compulsory	Elective	Compulsory
4	A Second language	..	Ditto	..	..	Elective.
5	History	Elective	Ditto	..	Elective (5 and 15).	Ditto.
6	Logic	Ditto	Ditto	Compulsory	* Ditto (6 and 11).	Ditto (6 and 7)
7	Psychology	..	..	..	..	
8	Mathematics	Elective	Elective	Compulsory (8 and 9)	Elective	Elective with 9 and 10.
9	Physics	Ditto	Ditto		Ditto	Elective with 8. (9 and 10)
10	Chemistry	Ditto	Ditto	..	Ditto	
11	Physiology	Ditto	..	..	Elective (6 and 11).	Elective.
12	Botany	Ditto	Elective (12 and 13)	..	..	..
13	Zoology	Ditto				
14	Geology	Ditto	..	..	..	Elective.
15	Geography	Ditto	..	..	Elective (5 and 15).	..
16	Biology	..	..	..	Elective	Elective.

Calcutta.	Madras.	Bombay.	Allahabad.	Punjab.
Compulsory to all 2 Compulsory out of Elective Subjects 3 — 5	Compulsory to all—2 Compulsory out of 3 Elective groups of 3 subjects each. 3 (One group) — 5	Compulsory to all 4	Compulsory to all 1 Compulsory out of 5 elective groups of 3 subjects each. 3 (One group) — 4	Compulsory to all 2 Compulsory out of elective subjects. 2 — 4
No. of subjects under old regulations. 5	No. of subjects under old regulations. 5	No. of subjects under the old regulations 4	No. of subjects under old regulations. 5	No. of subjects under old regulations. 4

* Also deductive and inductive logic as one subject.

Intermediate in Science.

No.	Subjects.	Calcutta.	Madras.	Bombay.	Allahabad.	Punjab.
1	English	Compulsory	No Examination.	Compulsory	No Examination.	Compulsory
2	A Vernacular language	Ditto		..		..
3	Mathematics	Elective (alternative with 4).		Compulsory		Compulsory
4	Physics	Elective (alternative with 3.)		Ditto		Compulsory (4 and 5).
5	Chemistry	Compulsory		Ditto		
6	Botany	Elective		..		..
7	Zoology	Ditto		..		..
8	Geology	Ditto		..		Elective.
9	Geography	Ditto		..		..
10	Biology	..		Compulsory		Elective.
11	Physiology	Elective		..		Ditto
		Compulsory to all—3 Compulsory out of elective subjects —2 — 5		Compulsory to all—5		Compulsory to all—3 One of the elective—1 — 4
		New Examination		No. of subjects under the old regulations. 5		No. of subjects under the old regulations. 4

Bachelor of Arts.

No.	Subject.	Calcutta.	Madras.	Bombay.	Allahabad.	Punjab.
1	English	Compulsory.	Compulsory.	Compulsory.	Compulsory.	Compulsory.
2	A Vernacular language	Compulsory (only composition).	Elective (two languages).	..	..	..
3	A Classical language	Elective	Ditto	Compulsory.	Elective	Elective.
4	A Second language	Ditto	..	..	..	..
5	Mathematics	Ditto	Elective	Elective	Elective	Elective.
6	History	Ditto	} Ditto (6 and 7)	} Compulsory (6 and 7). (History also elective).	Ditto	Ditto.
7	Political economy	} Ditto (7 and 8)			Ditto	Ditto.
8	Political philosophy		..		..	..
9	Logic	..	} Ditto (9 and 10)	Elective	..	} Elective (9 and 10).
10	Mental and moral science	Elective			Elective.	
11	Physics	Ditto	} Ditto (11 and 12)	Ditto	...	Ditto.
12	Chemistry	Ditto				Ditto.
13	Physiology	Ditto	..	..	..	Ditto.
14	Botany	Ditto	} Elective (any two) (14, 15 and 16).	} Elective (14 and 15)	..	Ditto
15	Zoology	Ditto			..	Ditto
16	Geology	..		..	..	Ditto.

Calcutta.		Madras.		Bombay.		Allahabad.		Punjab.	
Compulsory to all	—2	Compulsory	1	Compulsory	3	Compulsory	1	Compulsory	
Compulsory out of 3, 5, 6, 7, 8 and 10	1	Compulsory out of elective groups	2 —— 3	Compulsory out of elective groups	1 —— 4	Compulsory out of 2 groups of 3 and 5 and 6, 7 and 10	2 —— 3	Compulsory out of elective subjects.	
Compulsory out of 11 and 15	1 —— 4								
Number of subjects under old regulations.	3	Number of subjects under old regulations.	4	Number of subjects under old regulations.	3	Number of subjects under old regulations.	3	Number of subjects under old regulations.	

Bachelor of Science.

No.	Subjects.	Calcutta.	Madras.	Bombay.	Allahabad.	Punjab.
1	English	..	No Examination.	..	Compulsory	Compulsory.
2	Mathematics	Elective		Elective	Elective	} Elective (2 and 3).
3	Astronomy	..		..	..	
4	Physics	Elective		Elective	Elective	Elective (4 and 5).
5	Chemistry	Ditto		Ditto	Ditto	} Elective (5 and 6).
6	Physiology	Ditto		Ditto	..	
7	Botany	Ditto		Ditto	..	} Elective (7 and 8).
8	Zoology	Ditto		Ditto	..	
9	Geology	Ditto		Ditto (with 12)	..	} Elective (9 and 10).
10	Mineralogy	..		..	..	
11	Experimental Psychology.	Elective		..	..	
12	Physical Geography	..		Elective (with 9)	..	..
13	Biology	..		..	Elective	..

	Calcutta.		Madras.	Bombay.		Allahabad.		Punjab.	
	Compulsory to all	Nil.	Nil.	Compulsory to all	Nil.	Compulsory to all	1	Compulsory to all	1
	Compulsory out of elective subjects	3 —— 3		Compulsory out of elective subjects	2 —— 2	Compulsory out of 2 groups of elective subjects.	3 —— 4	Compulsory out of 5 elective groups of two subjects each.	2 —— 3

APPENDIX VII.

Table I.—Colleges and Students, 1911-12.

Kind of College.	DISTRIBUTION OF COLLEGES AND STUDENTS BY UNIVERSITIES.											
	CALCUTTA UNIVERSITY.		MADRAS UNIVERSITY.		BOMBAY UNIVERSITY.		PUNJAB UNIVERSITY.		ALLAHABAD UNIVERSITY.		TOTAL.	
	Number of Colleges.	Number of Students.	Number of Colleges.	Number of Students.	Number of Colleges.	Number of Students.	Number of Colleges.	Number of Students.	Number of Colleges.	Number of Students.	Number of Colleges.	Number of Students.
Arts Colleges for men	43	12,907	39	6,143	11	4,126	17	3,226	25	4,489	135	30,891
Arts Colleges for women	2	75	4	26	...	..	...	...	4	67	10	168
Training Colleges	4	75	2	123	...	..	1	237	2	30	9	465
Law Colleges	5	975	2	503	1	458	1	218	5	600	14	2,754
Engineering Colleges	1	97	1	65	1	148	2	200	...	...	5	510
Medical Colleges	1	678	1	292	1	496	1	148	1	29	5	1,643
Agricultural Colleges	...	...	...	...	1	102	...	...	...	...	1	102
TOTAL	56	14,807	49	7,152	15	5,330	22	4,029	37	5,215	179	36,533

Table II.—Examinations.

Faculties or Groups of subjects.	NUMBER OF CANDIDATES WHO APPEARED AND PASSED AT EACH COLLEGIATE STAGE. Doctor. Appeared.	Doctor. Passed. Male.	Doctor. Passed. Female.	Doctor. Passed. Total.	Master. Appeared.	Master. Passed. Male.	Master. Passed. Female.	Master. Passed. Total.	Bachelor. Appeared.	Bachelor. Passed. Male.	Bachelor. Passed. Female.	Bachelor. Passed. Total.	Intermediate First or Preliminary. Appeared.	Intermediate. Passed. Male.	Intermediate. Passed. Female.	Intermediate. Passed. Total.	Grand total of candidates in all Collegiate Stages. Appeared.	Grand total. Passed. Male.	Grand total. Passed. Female.	Grand total. Passed. Total.	DISTRIBUTION OF EXAMINEES BY RACE OR CREED. Europeans and Anglo-Indians.	Indian Christians.	Hindus.* Brahmans.	Hindus.* Non-Brahmans.	Muhammadans.	Budhists.	Parsis.	Others.	Total (agreeing with column 18).
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Arts	1	1	...	1	505	300	2	302	4,171	2,384	31	2,415†	9,475	4,622	77	4,699	14,152	7,307	110	7,417	106	524	5,619	6,035	1,342	86	403	37	14,152
Science	...	...	...	...	59	41		41	459	280	...	280	1,254	676	...	676	1,772	997	...	997	6	9	510	1,124	88	...	16	19	1,772
Teaching	...	...	...	...	...	...	...	...	148	107	7	114	17	12	...	12	165	119	7	126	6	14	86	53	6	...	...	...	165*
Law	...	...	...	...	23	5	...	5	2,231	1,063	...	1,063	1,754	1,048	...	1,048	4,008	2,116	...	2,116	5	69	1,573	2,004	256	2	69	30	4,008
Engineering	...	...	...	...	...	...	...	...	78	45	...	45	187	94	...	94	411‡	252‡	...	252‡	...	8	122	211	22	1	37	10	411
Medical	4	2	...	2	...	...	...	...	445	155	4	159	963	517	11	528	1,412	674	15	689	48	121	434	602	32	3	166	6	1,412
Agriculture	...	...	...	...	...	...	...	...	27	22	...	22	49	37	...	37	76	59	...	59	...	5	30	39	...	...	2	...	76
TOTAL	5	3	...	3	587	346	2	348	7,559	4,056	42	4,098	13,699	7,006	88	7,094	21,996	11,524	133	11,656	171	750	8,374	10,068	1,746	92	693	102	21,996

* Bombay Report does not show Brahmans and non-Brahmans separately. In this table they have been divided between "Brahmans" and "non-Brahmans" according to the proportions of other Universities.

† The Calcutta University Report shows 633 as the number of candidates who passed the B. A. Examination while according to the Directors' reports for Bengal, Eastern Bengal and Assam and Burma the numbers of such candidates total 743. Hence the discrepancy between this figure and that in general table III.

‡ The Punjab Report does not classify the engineering examinations, but gives the totals of examinees and passes which are included in columns 18—21.

Table III.—Recognised schools and matriculation results, 1911-12.

University by which the Examination is conducted.	No. of Schools.	No. of Pupils.			No. of candidates who appeared at Matriculation.				Remarks.
		Male.	Female.	Total.	Appeared.	Passed.			
						Male.	Female.	Total.	
Calcutta University	618	142,126	1,499	143,625	6,174	4,306	35	4,341	
Madras University	280	82,908	5,895	88,803	782	159	5	164	
Bombay University	166	45,136	6,201	51,337	4,019	1,961	64	2,025	
Punjab University	129	63,076	363	63,439	3,884	2,001	4	2,005	
Allahabad University	192	58,752	1,506	60,258	3,458	1,440	11	1,451	
Total	1,385	391,998	15,464	407,462	18,317	9,867	119	9,986	

Table IV.—Percentages of passes to examinees in the matriculation examination, 1911.

Universities.	Number of candidates examined.	Number of candidates passed.	Percentage of passes to examinees.
Calcutta	6,174	4,341	70·3
Madras	782	164	21·0
Bombay	4,019	2,025	50·4
Punjab	3,884	2,005	51·6
Allahabad	3,458	1,451	42·0
TOTAL	18,317	9,986	54·5

APPENDIX VIII.

COLLEGES IN PROVINCES.

Madras.

There are 35 colleges in the Madras Presidency—three professional, and 32 ordinary arts colleges, of which 30 are for male and two for female students. There are no oriental colleges. The total number of students is 5,801. In the ordinary arts colleges for males there are 4,924 students against 4,674 in 1906-07. Four of the ordinary arts colleges for men are managed by government, three by local bodies; 21 are aided and two are unaided colleges. The average number on the rolls (on the 31st March) per arts college for men has risen from 137 to 164. The direct expenditure on colleges of all kinds has risen from Rs. 9,35,798 to Rs. 11,99,611, that on ordinary arts colleges for men from Rs. 6,48,291 to Rs. 10,04,761, to which provincial revenues contribute over three lakhs of rupees, fees over four lakhs and private contributions $2\frac{3}{4}$ lakhs. All the arts colleges save three are attached to high schools. The number of second-grade colleges is remarkable. In some cases, says the director, the college departments of these institutions were little more than two classes attached to the school. The managers of six institutions, recognising their inability to raise the college departments to a really collegiate standard (as now insisted on by the University) have closed them. The strength of arts colleges had, before the introduction of the school-leaving certificate, depended on the results of the matriculation examination. The decline in the strength of college classes is attributed to two years of abnormal failure in this test. The new system permits principals to admit pupils whose certificates shew they are fit for admission. The change resulted in the admission of nearly twice the number of boys who had ordinarily joined in any previous year. This, however, did not compensate for the previous deficiency; and, as it appeared to shew insufficient care in admission, it was made the subject of enquiry by the syndicate and remedial measures were adopted.

The question of buildings is treated in the report under the head of secondary schools, perhaps because of the association of schools with colleges. There has been considerable activity, especially, it seems, in mission institutions. Important building operations or extensions have taken place at the Pittapur Raja's College, Cocanada, the Mrs. A. V. Narsinga Rau's College, Vizagapatam, the American Evangelical Lutheran Mission College, Guntur, the Noble College, Masulipatam, the C. M. S. College, Tinnevelly, and the Basel German Mission College at Calicut. New buildings are in course of erection for the S. P. G. College, Trichinopoly, and the Findlay College, Mannargudi. The American Mission College, Madura, has been provided with a handsome building " designed and completed in every detail of equipment on modern lines."

Bombay.

This presidency is remarkable for the concentration of its collegiate education. There are only 15 institutions; but the number on the rolls is 4,958. Four of these colleges are professional, and 11 (containing 3,719 pupils) are arts colleges. There are no special colleges for women or Europeans; and there is no oriental college. The average number on the rolls of each of these arts colleges is 338 students. Two out of these eleven are government institutions—the Elphinstone and Deccan Colleges; three are managed by native states; six are under private management—all save one, a laboratory recognised for M.A. students only, being in receipt of aid. The majority of the students are in aided colleges. The total cost of all colleges has risen from Rs. 7,43,903 to Rs. 9,53,445, and that of the arts colleges from Rs. 4,66,602 to Rs. 5,34,333 to which public funds contribute about Rs. $1\frac{3}{4}$ lakhs. The organisation is thus one of a limited number of large institutions, maintained at a high average of cost and situated at central places. Three colleges (the

Elphinstone, St. Xavier's and Wilson) are in Bombay city; two (the Deccan and Fergusson) at Poona; one is at Ahmedabad, one at Karachi. The three colleges managed by native States are at Bhavnagar, Junagad and Kolhapur.

There have been building operations at the Fergusson College. The Deccan College has been provided with residences for two professors and with hostel accommodation. Hostel enlargements are also taking place at the Gujarat (Ahmedabad) and Samaldas (Bhavnagar) Colleges.

Bengal.

There are 46 colleges in Bengal, of which 14 are professional. The total number on the rolls during the last year of the period was 11,900. While the number of arts colleges is exactly the same as in Madras—thirty-two—the number of students is nearly double, amounting to 9,716. Some of the colleges are very large—two aided institutions, the Scottish Churches College and the Metropolitan Institution, had respectively 1,116 and 1,028 students on their rolls on the 31st March 1912. The number of students has risen during the quinquennium from 5,190 to 9,716. Seven of the arts colleges (including one college for girls) are managed by government. One is managed by a municipal and one by a district board. Eight are aided and fifteen (including two colleges for girls) are unaided. Expenditure has risen from just over eight lakhs to Rs. 12,64,924, to which provincial revenues contribute 32·5 per cent, fees 47·8 per cent, endowments, etc., 19·4 per cent, and municipal or district funds 0·3 per cent. In 1906-07 the amount of recurring aid given to privately managed colleges was Rs. 27,600; in 1911-12 it was Rs. 55,050. In addition to this, with the aid of imperial allotments, Rs. 5,30,000 was spent on the improvement of privately managed colleges (nearly half on laboratories), and the bulk of the six lakhs grant for hostels made at the end of 1910 and much of the 10 lakhs grant made at the end of 1911 for the same purpose are being spent in those institutions.

There is a considerable number of colleges in Calcutta. The wisdom of concentrating so many students among the distractions and temptations of a large city has been called in question. The residential problem is acute; supervision of lodgings is difficult; so is the provision of grounds for healthy recreation and of sanitary quarters in densely populated areas; and the acquisition of land for college extensions and for hostels is a heavy expense. As reported in the last review, the removal of the Presidency College—the principal government institution—was brought under consideration. In deference to local sentiment, it was decided in 1907-08 to extend the college on its present site instead of removing it to a suburban area. A scheme was framed which included the purchase of about seven acres of land at a cost of £73,000. The scheme was subsequently revised by a committee, in accordance with whose recommendations the Hare School building will eventually be annexed, while large extensions have already been made in the science departments, including the erection of new physics, physiology, botany and geology laboratories. The principal describes the physical laboratory as "in extent and equipment probably deserving recognition among the best in the world." The Eden Hindu hostel, in close proximity to the college, contains 259 boarders divided into five wards, each under a professor as warden and a senior student as prefect. The staff consists of 25 professors (of whom nine belong to the Indian educational service) and 32 assistant professors, demonstrators, etc. The total cost of educating each pupil is Rs. 304 a year, of which government incurs Rs. 162. The popularity of the institution is evinced by the fact that the numbers have risen from 615 to 973, and restrictive conditions have had to be placed upon admission. The report states that in 1912 there were 196 applicants for 24 vacancies in the arts intermediate class. "It must be remembered, however," adds Mr. Prothero, "when endeavouring to draw conclusions from these figures that a very large number of students put their names down for the Presidency College without the slightest intention of actually taking admission—many of them in the vague hope of obtaining free studentships." Among the large privately managed colleges in Calcutta, the Metropolitan Institution and the Scottish

Churches College have already been mentioned. The former was compelled by financial difficulties and other reverses to seek government aid; the expenditure has risen during the period from Rs. 14,960 to Rs. 60,163 (all of which, save Rs. 195, is contributed by fees and government aid); and the annual cost of educating a student is not quite Rs. 59. The latter is an amalgamation of the General Assembly's Institution and the Duff College—both founded (the former in 1830) by Alexander Duff, the famous missionary. In the interests of efficiency these institutions were combined in 1908 and housed in a handsome building with new laboratories and science classrooms. The college has now three well-managed hostels and has obtained land for another. The annual cost per student is Rs. 182. Among the other colleges of Calcutta, St. Xavier's is remarkable for its fine science halls extended and fitted up during the quinquennium with the help of a grant of Rs. 52,000, and Bishop's College for its quiet gardens, its academic buildings and its library of curious manuscripts. Space forbids mention of other colleges in this city. Outside of Calcutta there are government institutions at Patna, Cuttack, Hooghly and Krishnagar.

There has been great building activity. Some items have been mentioned in the preceding paragraph. At Patna the Minto and Muhammadan hostels and residential houses have been completed and other extensions made. At Cuttack land has been purchased. At Hooghly a Muhammadan hostel has been commenced. At Krishnagar the laboratories have been extended and refitted. St. Columba's College, Hazaribagh, has moved into a fine building, with a large hall, laboratories, tuition rooms, common-rooms, quarters for the principal and tutors, and an excellent hostel which contains nearly three-fourths of the pupils. This list is by no means exhaustive of the improvements effected in college buildings; but very much still remains to be done to meet pressing needs.

United Provinces.

The total number of colleges is 47, and of their students 5,844. Of these institutions, 10 are professional, 16 are oriental and 21 are ordinary arts colleges. Two of these last are government institutions, 13 are aided and six unaided. The number in them has risen in the quinquennium from 2,202 to 3,324 or, exclusive of a few reading in classes attached to European schools, 3,299, and the average number on the rolls from 137 to 206. In view of this increase and the consequent congestion of classes the director considers the time not far distant when it must be considered what limit of expansion can be reached before a college ceases to be a college with an organic life of its own and begins to be a mere congeries of classes and lecture-rooms. The direct expenditure on colleges of all kinds is Rs. 13,94,901. That on ordinary arts colleges has risen within the period from Rs. 5,20,831 to Rs. 8,56,683. To this sum provincial revenues contribute over three lakhs of rupees. The amount of aid given from this source to aided colleges has nearly doubled.

There is a general cry for increase of staff. The principal of the Muhammadan Anglo-Oriental College, Aligarh, the largest college in the province, says, "Better figures could be obtained if the conditions of work were more favourable, but, so long as education wholesale is the requirement and our facilities remain only what they are, it is doubtful whether great improvement is to be expected. One other point is to be considered in this connection. In the opinion of most observers we have rightly paid attention to higher work. But this class of teaching involves far more time in proportion to numbers taught than is wanted for junior classes. But it is not as if the duties of the staff were confined to teaching, for there are so many extra duties in connection with the tutorial system and such varied forms of activity that every increase in numbers seems to bring a more than proportionate increase of work."

There has been much building activity. The Meerut College and the Canning College (Lucknow) have entirely new buildings, that of the latter including a fine hostel which cost some eight lakhs of rupees. The Christian

College (Allahabad) has a new building. The Muir Central, the Agra and the Central Hindu Colleges have made large extensions. St. John's College at Agra has launched out on a scheme which, when realised, says Mr. de la Fosse will make it one of the best accommodated in northern India. "But," proceeds the report, "it is on the scientific side that development has been most extensive. The impulse has been given partly by the introduction of more practical work in preparation for science degrees, partly by the greater popularity of natural science and partly by the stimulus to science studies resulting from the foundation of the Medical College. All the colleges affiliated up to the B.Sc. standard have either new laboratories or have extended their old ones. Not only has it been necessary to provide separate laboratories for physics and chemistry, but the rules limiting the size of classes for practical work, backed by the influence of the board of inspectors and the syndicate, have compelled the colleges to make the accommodation sufficient and the equipment adequate. The popularity of biology is almost embarrassing and strenuous efforts have been made to meet it. The best equipped colleges in the subject are the Muir College, the Agra College, and the Canning College, but three others have qualified for affiliation up to the B.Sc. standard. Only at Aligarh is progress not reported, despite a grant of Rs. 80,000 for effecting improvements in the college." Very striking too is the progress made in providing hostels. These appear to be highly successful in the United Provinces and "have generally become places of well disciplined life and of wholesome activity of mind and body." The director writes, "If we compare the numbers for a decade we find that they have almost trebled themselves. A few figures may be given in illustration of the extent to which the system prevails in some centres. Meerut College with 91 boarders out of 173 fairly represents the average; but this is greatly exceeded at the Muir College, which has 23[illegible] out of 395 in hostels. Aligarh has no less than 531 out of its 610 in residence; St. John's has accommodation for 130 out of 290 and will soon have more; whilst its neighbour, the Agra College, is planning to extend its accommodation so as to take in 300. Several colleges are thus not very far removed from residential institutions. When it is remembered that many students are living at home or with relatives, the progress made is eminently satisfactory. So greatly is the hostel system appreciated that it is not uncommon for a parent to send his son to a hostel instead of letting him live with him in the town. In these days of movements for 'teaching' and 'residential' universities, it is worth while to place on record what has been accomplished in the direction of a residential system by a 'federal' university. These results have not been achieved without the most strenuous efforts and very liberal private and public expenditure. In the five years just elapsed new hostels have been built or existing ones have been extended at both the Agra Colleges, the Reid Christian College, the Oxford and Cambridge Hostel, the Allahabad Christian College, the Central Hindu College, the Muir College, the Canning College, and at Aligarh, and the process is still going on. Nor has progress taken place merely in numbers. The nature of the accommodation provided is more suitable. The tendency is to provide separate rooms for each student, to build the hostels in separate blocks each under a separate superintendent or warden, to make them capable of being effectually closed at night, and to provide them with playgrounds. Moreover, greater care is taken to place them in charge of superintendents of good social standing." As regards this last point, the provision of staff residences has made fair progress both for European and for Indian professors. The report adds that the M. A. O. College, Aligarh, which is essentially a residential college, has not been able to keep pace in this respect with increasing requirements.

The necessity of libraries has been intensified by better methods of instruction and the growth of post-graduate study. Notable additions to libraries have been made at the Agra, Ramsay, Meerut, Reid Christian, Christ Church and Central Hindu Colleges, while the Canning and St. John's Colleges are shortly to have good library accommodation. The library of the M. A. O. College Aligarh, has over 10,000 books and demands more space and a trained librarian.

Punjab.

Including the Oriental College but excluding the professional colleges which are eight in number, there are eleven colleges in the province. Of the ten ordinary arts colleges, only one is managed by government. Five are aided and four are unaided institutions. Affiliation was withdrawn during the quinquennium from certain European schools which contained collegiate classes, since the conditions qualifying for affiliation could not be satisfied. The number on the rolls in these ten institutions is 2,539 students—an increase of 68·3 per cent. since 1906-07, when the number was 1,508. Striking features are the concentration of a great part of the collegiate work in Lahore, where six of the institutions including the Oriental College are situated in close proximity to one another, and the large number of denominational colleges. Religious instruction is imparted in all save the government college; and the Sikh, the Arya Samaj and the Muhammadan faiths have their own institutions. The percentages of students in government, aided and unaided institutions are 15, 40 and 45 respectively. "The tendency of the student population," writes Mr. Godley, "is to gravitate to Lahore, and the percentage of increase in the case of Lahore students has been greater during the past five years than that of students in the mofussil colleges. The close vicinity of the Lahore colleges to one another and to the university buildings affords more favourable conditions than can be found elsewhere in India for the growth of a university spirit and the reproduction of the academic atmosphere of the older universities of the west, so that the attractions of Lahore for the student are not likely to diminish, although the mofussil institutions will always find a clientèle among those who are unable or unwilling to go far from their homes."

The direct cost is Rs. 3,83,652, to which government and private subscriptions each contribute rather less than one-third, and fees rather more than one-third. The increase in expenditure (from Rs. 2,34,497 in 1906-07) has been considerable; and the cost per student has risen from Rs. 158 to Rs. 169.

At the Government College at Lahore there has been a considerable increase in the number of students taking science. The chemical laboratory was extended at a cost of over three-quarters of a lakh. The large denominational colleges are the Khalsa College at Amritsar, which is a Sikh institution, the Dayanand Anglo-Vedic College at Lahore, managed by the Arya Samaj, and the Islamia College (also at Lahore) which is distinctively Muhammadan. All these, as well as the Dyal Singh, Murray and Hindu Colleges, have erected new buildings during the quinquennium; and more than a quarter of the special grant made for colleges by the Government of India was spent on these buildings. The remaining three and the Murray college are managed by mission bodies. Of these, the Forman College at Lahore has made entirely new laboratories for physics and biology.

Burma.

There are two institutions—the Rangoon and the Baptist Colleges. The one is managed by government and contains 293 students. The other, an aided mission college, has 41 students. The former costs Rs. 97,329 a year, of which three-fourths are met by government. The other costs over Rs. 34,000; and towards this sum government gives Rs. 6,000. The number of students in the colleges has more than doubled in the period. This remarkable growth is attributed partly to the increasing recognition by the Burman and Buddhist population of the value of collegiate training, partly to the provision for the Baptist College of a suitable building and the increased hostel accommodation and improved laboratories and libraries at the Rangoon College, partly (and mainly) to the expansion and improvement of the staffs of both institutions. A scheme for the entire rebuilding of the government college has been laid aside pending the final elaboration of the proposals for a university.

Eastern Bengal and Assam.

Eastern Bengal and Assam has 15 colleges with 3,156 students, costing Rs. 4,55,642 a year. Ten of these are arts colleges, the number having

decreased from eleven by the amalgamation of the Jagannath and Manmatha (Tangail) Colleges. The number of students in these has risen from 1,197 to 2,989, and expenditure from Rs. 1,74,780 to Rs. 4,02,930; of this latter sum government pays Rs. 2,33,111, being an increase of 167·7 per cent on its previous expenditure. On the other hand, expenditure from subscriptions and other sources has decreased by 14·2 per cent. Four of the colleges are government colleges (a fifth, the Murarichand College at Sylhet, was provincialised the day after the close of the quinquennium), five (now reduced to four by the provincialisation of this institution) are aided and one is unaided. Notwithstanding the great increase in expenditure the increase in the number of students has caused a decline in the cost of educating a student from Rs. 235·4 to Rs. 205·2 per annum in government colleges and from Rs. 86·2 to Rs. 68·7 in aided colleges.

One of the resolutions of the Local Government observed :—" At the time when the new province was created, both Assam and the transferred districts of Bengal were ill-provided with facilities for sound collegiate education, and this became more apparent when the regulations of the Calcutta University inaugurated a higher standard of training and instruction." The government colleges were accommodated in buildings insufficient for their needs and were incapable of receiving large numbers. Not a single privately managed college was aided and all (save one) were of the second grade. All government colleges are now of the first grade (two have been raised from the second grade during the quinquennium; the Murarichand College, just provincialised, remains second-grade), their buildings greatly improved, and their staff strengthened. The staff at the Dacca College has been increased from 12 to 28 (of whom 12 have European qualifications). The staffs at Chittagong and Gauhati have been raised to 14 and 16 respectively. All the privately managed colleges but one have been brought on to the aided list. The Jagannath College (Dacca) received a capital grant of Rs. 90,000 and a recurring grant of Rs. 12,000 a year; the Ananda Mohan College (Mymensingh) similar grants of Rs. 55,000 and Rs. 7,200; the Victoria College (Comilla) of Rs. 40,000 and Rs. 4,200. The Brajamohan College (Barisal), which presented peculiar difficulties owing to the attitude it adopted during the agitation, is now to receive Rs. 80,000 capital, and Rs. 14,400 a year recurring. The Murarichand College (Sylhet) has latterly been in receipt of Rs. 9,600 a year. A grant of Rs. 50,000 has also been promised to the Edward College, Pabna, on conditions which, however, the institution has not yet fulfilled. Hence this college is still shown as unaided.

There has been much building activity. Two of the government colleges have been reconstructed. The new Dacca College building was begun at the close of the previous quinquennium, and was finished during the period under review. With its Curzon Hall, capable of accommodating over 3,000 persons, its splendid laboratories and hostels for 200 students, it now forms one of the finest groups of college buildings in India. The old building of the Chittagong College, constructed in 1836, has been enlarged and made suitable for its purpose, while its early Anglo-Indian style has been preserved, the science block has been remodelled and a new arts block constructed which, it is said, might be taken as a model for educational buildings throughout India. A fine common-room, built partly from a donation, has been added to the Rajshahi College, and two new blocks to the Cotton College at Gauhati. As for the aided institutions, the Jagannath, Ananda Mohan and Victoria Colleges have been completely reconstructed, and similar re-building is about to take place at the Brajamohan Institution.

Central Provinces.

In the Central Provinces there are six colleges with 714 students. Of these, four are arts colleges, with 608 students. These comprise the Government College at Jubbulpore, the College of Science (also a government institution, previously known as the Victoria Technical Institute) at Nagpur and two aided colleges, the Morris and Hislop, also at Nagpur. The total expenditure on colleges is Rs. 1,58,775; that on arts colleges is Rs. 1,26,628, of which government defrays over Rs. 77,000. The subsidy given to the aided colleges

has increased from Rs. 14,000 to over Rs. 31,000. Fee rates have been increased to Rs. 75 a year in government colleges and Rs. 63 a year in aided colleges. The enhancement has had no effect upon admission. The cost has largely increased. But the number of students under collegiate instruction has also risen by over 200 per cent. with the result that the cost per student has fallen in a government college from about Rs. 304½ to Rs. 287, and in an aided college from Rs. 235½ to Rs. 174. Government defrays Rs. 216½ in the one case and Rs. 83 in the latter. The people of Berar are subscribing money for a college.

The transfer of the Jubbulpore College has become necessary owing to its situation and growth. Work is in hand for a fine residential college outside the city. The aided Morris College has been removed to the Nagpur Residency and a hostel has been erected in the grounds. The Hislop College, in itself a good building, is situated in the middle of the bazaar.

North-West Frontier Province.

There is one college—the Edwards Church Mission College at Peshawar. This is an aided college containing 38 pupils, and costing nearly Rs. 15,000 per annum—double what it cost five years ago. It is affiliated to the B.A. standard. The building, which is excellent, was erected partly by help of a government grant. A striking development of collegiate education is contemplated. In 1909 the leading Muhammadans of the province set to work to found an Islamia College. Eight lakhs of rupees have been promised and a goodly part already collected. A site has already been purchased, consisting of over 121 acres, three miles from the cantonment of Peshawar, on the Khyber road and within sight of the battlements of Jamrud fort. The college, when established, will be an aided institution with an arts department and an oriental department for the training of *mullas*.

APPENDIX IX.

SCHEMES FOR MATRICULATION.

University.	Compulsory Subjects.	Optional Subjects.
Calcutta	English. Mathematics. A classical language. A vernacular language.	*Any two of* :— History. Geography. Elementary mechanics. Additional classics. Additional mathematics.
Bombay	English. A classical language. A vernacular language. Mathematics. History and geography. Elementary science—chemistry and astronomy.	
Madras	English. Mathematics. Physics and chemistry. History and geography.	*Either* a classical language *or* a vernacular language *or* a foreign language.
Punjab	*either* (*i*) Arts :— English. A classical language. Mathematics History and geography.	*Any one of* :— A vernacular language. Science. Drawing. A second classical language. Physiology and hygiene.
	or (*ii*) Science :— English. Physics and chemistry. Mathematics. History and geography.	*Any one of* :— Agriculture. Drawing. Botany and zoology. Physiology and hygiene.
	or (*iii*) Oriental :— A vernacular language. A classical language. English. History and geography.	*Any one of* :— 1. Mathematics. 2. Persian.
Allahabad	English. Mathematics. History and geography.	*Any one or two of* :— Drawing. Physics and chemistry. Agriculture with surveying. A classical language. A second classical language. A modern European language. An Indian vernacular.

APPENDIX X.

SECONDARY EDUCATION IN PROVINCES.

Madras.

Reorganisation of the system has taken place in three ways. The distinction between secondary and elementary schools was not clear. A school might contain one, two or three of the upper secondary, lower secondary and primary departments. Rules introduced in 1906 emphasised this distinction. A secondary school may still, indeed, have, and should have, not only the three highest standards, but also classes ranging from the fourth standard down to the infant class. But these latter do not form an elementary school; they are secondary in that they are organised and taught with a view to the pupil's future career in the secondary school. Secondly, the lower secondary department is no longer recognised in classification. A school is supposed to be complete from bottom to top and to land the successful pupil in a college, a technical institution or a walk of life. Those who desire to go beyond the elementary standard but not to complete a secondary course, are supposed to pursue their studies in a higher elementary school. Nevertheless, there were many lower secondary schools in existence, and, in view of the need for preparatory secondary schools, it was found impossible to class all as elementary. The efficiency of management and the necessity for existence of each lower secondary school have been examined and recognition has gradually been withdrawn. There are 186 such institutions (now called incomplete secondary schools) as against 271 in 1907. As the staff they possess is often inferior, those of them that had no graduate headmaster were grouped round a central complete school. This was intended to make their position clear and ensure supervision. The director considers that the results of this system have fallen short of expectations. It is difficult for the headmaster of a large high school to travel about and visit neighbouring institutions. The system is said to work best where a local board employs for a group of schools an itinerant headmaster with no school of his own. "I do not consider," adds the director, "that anything short of the provision of graduate headmasters for all these schools would be a permanently satisfactory arrangement. It will be long before this is possible and the grouping of incomplete schools under an itinerating headmaster is the best practicable solution of the problem of their staffing." Thirdly, it is possible for a secondary school to be incomplete in the sense that it lacks, not the higher, but the lower, classes. The existence of such institutions results in the admission of pupils whose previous studies have been carried on in elementary schools, which do not profess to prepare for the secondary course. Secondary schools have accordingly been encouraged to open lower classes. The number of pupils in the four lower and infant classes of secondary schools has accordingly risen by over 7,000. But the scheme is reported not to be popular. Parents do not appreciate the superior instruction available in secondary schools and prefer to keep children in elementary schools where fees are lower. The classes are for this reason thinly attended; and the increase in numbers is partly due to the absorption of elementary by secondary schools under the same management.

The feature of the quinquennium was the introduction, in 1911, of the school-leaving certificate system, of which a detailed description has already been given in paragraph 219. Fees have been raised, so that the complete secondary course from the infant class to the sixth form will cost about 22 per cent. more than the old. This change was gradually introduced in 1910 and took full effect only in 1912. The new rules also prescribe the same rate of fees for each of the four main divisions of the school. Hence managers have not the same temptation as formerly to make ill-advised promotions in order to reap higher fees. The number of high schools for Indian boys is 157 with 70,034 pupils against 159 with 55,789 pupls in 1906-07. The number of middle English schools is 186 with 29,634 pupils as compared with 271

with 30,308 pupils in 1906-07. Four of the high schools are government institutions, 27 are managed by local bodies, 121 aided and 5 unaided. Out of the middle English schools, government maintains only one, local bodies 57, and the majority (127) are under private management, mostly aided. Direct expenditure on high schools is Rs. 19,49,244 against Rs. 13,21,492 in 1906-07 and that on middle English schools, Rs. 4,91,822, against Rs. 4,69,127 in 1906-07. Towards the expenditure on high schools government contributes Rs. $1\frac{3}{5}$ lakhs, local bodies Rs. 16,000, fees, over Rs. 14 lakhs and private contributions, over Rs. $3\frac{1}{2}$ lakhs. In the case of middle English schools the government contribution is only Rs. 38,000, that of local bodies Rs. 29,000, while fees contribute nearly Rs. $3\frac{1}{4}$ lakhs and private contributions amount to a lakh of rupees.

It is particularly gratifying to learn that, though the proportion of poorly qualified and untrained teachers still remains large and though the training college has not yet turned out the required minimum of 900 certificated teachers, yet the number of graduate teachers has risen and that of uncertificated teachers of the lower grades has fallen. The rules require that there be a headmaster in addition to a master for each class. And most schools have instructors specially qualified in history, mathematics and science.

Of buildings the director says, " It is only of recent years that much attention has been given to school architecture. The older school buildings consist of a series of rooms each commonly large enough to accommodate several classes, or where class rooms are provided dimensions are calculated on the minimum standard of 8 square feet per pupil including verandahs. Rooms adapted for special purposes such as laboratories, room for drawing classes, for libraries, and reading-rooms are not to be found. Class rooms commonly open one into another, are sometimes ill-lighted and ill-ventilated, and are of unsuitable shape, being often long and narrow because they are walled in verandahs. As long as the hollow square arrangement of backed benches without desks was the ideal one for a class, and the presence of several teachers shouting against one another in the same room was accepted as an inevitable condition of school work, these defects aroused no comment. The modern conception of secondary education has led to their being increasingly recognised. The aim of managers and inspecting officers alike is now to provide a sufficiency of class rooms giving space enough for the arrangement of classes in desks each to accommodate two or three pupils, and, in addition, rooms adapted to specialized teaching. With a view to assisting in this government requested Mr. Nicholls, their consulting architect, to prepare plans of a model high school building which were circulated to all inspectors and inspectresses. This action has been supplemented by the initiative of some missionary managers, particularly Americans, who seek to attain in their school buildings the high standard of perfection set up in the States. The new buildings of the quinquennium have been therefore commonly planned on more enlightened lines than formerly." The report proceeds to give a list of schools where building operations have been on foot and adds that, though an enormous amount remains to be done, exceptional progress has been made both in the quantity and in the quality of school building. A solid improvement has taken place in equipment. In one circle almost all the schools are now supplied with dual desks of different sizes. But still, below the three highest forms, desks are frequently not supplied and boys write with books upon their knees—a practice which results in slovenly written work. It is satisfactory to learn that many schools are provided with laboratories and that over four lakhs of rupees were paid as equipment grants to privately managed schools as against less than Rs. 80,000 in the last quinquennium.

The director remarks that the spread of secondary education in Madras "is perhaps not such a pressing matter as improvement in its quality. The quinquennium just completed has been marked by efforts at such improvement, and as I have already intimated I believe that, largely under the influence of the secondary school-leaving certificate scheme, what may not improperly be called a reform in school organisation and teaching methods is in progress." There are, however, some features which he cannot regard with complete satisfaction. The schools mainly depend on fees and grants. Endowments are few and sometimes merely of the nature of floating capital liable to be

drawn on in temporary emergencies. Dependence on fees makes managers regard the demands of pupils and parents rather than the ideal of education. Admissions cannot be restricted to teaching capacity and accommodation. The demand for teachers is out of proportion to the supply. "The more successful the leaving certificate scheme proves to be the more widespread will become the desire to obtain a certificate and the greater the pressure on high school accommodation. We must therefore, I think, contemplate a continued increase in the quantity of secondary education and seek means to prevent this impeding the improvement of its quality." The director also observes that complaints have been frequent during the quinquennium as to the stringency of the requirements of the department, but that there are signs of a more general appreciation of the fact that the aim has been to make education more of a reality and less of a name. A scheme (as yet not sanctioned) for the creation of government high schools has evoked criticism, as has also the grant-in-aid system.

Bombay.

The Bombay Government, on receipt of the Government of India's letter regarding secondary education, framed a programme of improvement and have steadily pursued it. This progress is described in chapter VII. The secondary school in this presidency has no primary classes included in it. It contains only the middle and high stages, or, if a middle school, only the middle stages.

High schools for Indian boys now number 118 against 106 in 1906-1907, middle English schools for boys 343 against 320. The increase in pupils has been respectively from 30,767 to 40,118 and from 19,893 to 25,682. It is to be remembered that all these pupils are undergoing secondary education and that they do not include, as do the figures for other provinces, a number of children under primary instruction. The small number of pupils in middle, as compared with high schools, is a healthy sign and indicates persistence in completing the course.

The high schools now cost Rs. 16·07 lakhs against 12·40 lakhs. Public funds defray over Rs. 3·22 lakhs, fees Rs. 8·77 and other sources Rs. 4·7 lakhs. The expenditure on middle English schools is about Rs. 6·91 lakhs against 5·10. Of this sum Rs. 1·62 lakhs is met from the public funds, nearly Rs. 2·97 lakhs from fees and about Rs. 2·32 from other sources.

There has been considerable internal reform. The grant-in-aid code has been revised so as to provide temporary initial grants for struggling schools, to guard against unauthorised standards and books and to make clear the rules of discipline. The new curriculum and the changes made in the school final examination have already been noticed. In government high schools the size of each class has been restricted to 35 pupils, attention has been bestowed on physical education, trained teachers have been employed, and it has been decided that the minimum pay for assistant masters shall be Rs. 40, while the principle of primary pay has been extended to them. The management of secondary schools by some of the municipalities appears to have been defective. Some of the privately managed schools in Bombay city are specially mentioned for their efficiency; of some of the others a doleful picture is drawn. Not much is said about buildings. But it is mentioned that the hostel of the Hyderabad High School has been enlarged. A commencement has been made with 'boys' libraries.' Much attention has been devoted to the provision of suitable furniture.

Bengal.

In Bengal the full high school contains thirteen classes, of which five are primary, four are middle and four are high. Here (and in Eastern Bengal) is the ground on which the secondary school most freely flourishes. The great majority are of the privately managed type; and it was the improvement of these which formed a special feature of the scheme elaborated by a joint committee of the two provinces early in 1908. The expense involved in that scheme has prevented its fulfilment.

There are 1,528 secondary schools for Indian boys. Of these 393 are high, 777 middle English, and 358 middle vernacular schools, as against 390

high, 642 middle English, and 409 middle vernacular in 1906-1907. High schools contain 101,514 pupils as against 78,453 in 1906-1907; middle English schools 66,882 as against 44,484. Thirty-nine high schools are managed by government, two by municipal or district boards, two by Native States, while no less than 350 (of which 194 receive aid) containing nearly nine-tenths of the total number of pupils are under private control. Similarly government manages only six middle English schools, municipal and district boards 50, Native States 19, and private bodies 702, of which all save 165 receive aid, and which contain more than six-sevenths of the total of pupils. The cost of secondary English schools has risen by Rs. 7,08,112 to Rs. 30,38,875. To this total government contributes roughly Rs. 3⅗ lakhs, municipal and district funds Rs. 1¼, fees about Rs. 20 lakhs, and other private sources nearly Rs. 5½ lakhs. The average annual costs of a high and of a middle English school are, when the institution is managed by government, Rs. 12,235 and Rs. 2,744 respectively, and when managed by private bodies, Rs. 5,186 and Rs. 899. The characteristics of this type of education in Bengal are its wide extension, its cheapness, and the large part played by private management. It is also noteworthy that considerably more boys study in high than in middle English schools. Of the total of pupils in both kinds of schools less than half are in the secondary stage. Mr. Prothero makes the following interesting remarks :—" The number of pupils reading in English secondary schools for boys who were in the secondary stage of instruction amounted at the end of 1911-1912 to 81,747. This figure may be further sub-divided into 42,527 in the high stage and 39,220 in the middle stage. Out of every hundred boys studying in English secondary schools 25 were studying in the high stage in 1911-1912 as against 27 in 1906-1907. If the figures are compared with the population statistics collected at the last census, it appears that 1 in every 50 boys of a school-going age was in the secondary stage of instruction in an English secondary school as against 1 in every 67 in 1906-1907. At the end of 1911-1912 the number of pupils in the secondary stage of vernacular schools was 3,459 as against 3,777 in 1906-1907. If these figures are compared with the population statistics collected at the last census it appears that 1 in every 1,190 boys of a school-going age was in the secondary stage of vernacular instruction in 1911-1912 as against 1 in every 1,074 in 1906-1907. The figures for 1906-1907 are, however, unavoidably vitiated by the fact that the comparison had to be made with the population of 1901, and the increase in the population during the intervening years was in consequence neglected. If the increase in population is allowed for, the proportion would have been less."

The report says little about buildings. We learn that buildings, equipment and libraries in high schools have materially improved as the result of university inspection, but that middle schools still urgently require improvement in these respects.

United Provinces.

The features of the quinquennium have been the resumption by government of the control of district high schools and the responsibility for grants to aided schools, the institution of the school-leaving certificate examination and the general increase in which other provinces share. The first two of these date from the Naini Tal conference on secondary education which was held in 1907 to consider the reference made by the Government of India to all local Governments regarding the improvement of secondary education. It consisted of chairmen of district boards, non-officials and educational officers. A programme was then formulated which has been steadily pursued. One of the reforms was a change in the system of administration. The rules framed under the District Board Act of 1906 had made the boards responsible for English as well as for vernacular education. The district high schools were accordingly placed under these bodies, the duties of the department being restricted to advice and inspection. The conference found that this change was causing havoc in the schools and recommended that they be again provincialised. Owing to famine, the recommendation could at first be carried out only partially. From 1908 to 1910 the boards held financial, the department administrative, control. In 1910 the full control passed to the department, but at the cost of resuming from the boards the funds expended by them on

the maintenance of the schools—funds which it had been intended should be left with them for the benefit of vernacular education. The conference likewise found that the aided schools, which now looked, no longer to government, but to the boards, for aid, were declining in efficiency and were thoroughly dissatisfied with the change. From 1909-1910 the control of these schools was restored to the department and the amount of grant which they had earned under the rules was guaranteed to them. "Upon an impartial view of the facts," writes the director, "it cannot be denied that a set-back to English education was caused by the action taken in 1906, from which the province is only now beginning to recover." A second reform recommended by this conference and since carried out is the establishment of the school-leaving certificate examination, of which an account is given in paragraph 221. Another noteworthy feature has been the raising of the fee-rates in the lower classes. The scale now ranges from Re. 1 to Rs. 3 instead of from Re. 0-8-0 to Rs. 3. The change involves an increase of Rs. 60 on the total cost of secondary education, and it is being gradually introduced. The resultant addition to income will be utilised on scholarships and special concessions to poor pupils.

The number of high schools has risen during the quinquennium from 94 to 102, that of their pupils from 22,974 to 32,327. Middle English schools have decreased from 83 to 68, their pupils rising from 8,864 to 10,284. Of the high schools, 47 are government, 43 are aided and 9 unaided. The middle schools are classified as 10 board, 42 aided and 15 unaided. A high school contains on the average 317 pupils, a middle English school 151. The expenditure on high schools amounts to over Rs. 13·89 lakhs against Rs. 8·41. Public funds contribute Rs. 5·63 lakhs, fees about Rs. 5·56 lakhs and other sources over Rs. 2·70 lakhs. The middle English schools now cost Rs. 2·08 lakhs against Rs. 1·75. The contribution from public funds amounts to Rs. 68,000, from fees about Rs. 92,000 and from other sources Rs. 48,000. A large proportion of boys is now found in the high stage, from which a lessening in wastage is argued. And the number of candidates at the matriculation and school-leaving certificate examination combined has risen from 1,959 to 3,200. The main desideratum appears to be trained teachers. This is especially so in the privately managed schools where pay and prospects are poor. Recently, we learn, seventeen applications were made for such teachers to the Allahabad Training College, the average of the pay offered being Rs. 82. Notwithstanding that there are now two training colleges, the supply cannot keep pace with the demand. Mission bodies contemplate opening training institutions of their own.

So long as the schools were wholly or partially under board control and while the shadow of famine still lay across the land, little could be done for buildings. The school-houses were overcrowded with ever increasing swarms of pupils. The last three years have been a period of unparalleled building activity. Six new government schools have been built, and extensions or alterations made in seven others. And new science blocks or rooms, have been erected at fifteen schools. Of privately managed institutions, five new schools have been completely built, while 20 schools have extended their accommodation. Other works are in progress. An exception to the general activity is the M. A. O. College School at Aligarh, where Rs. 20,000 unconditionally given by government in 1906 has remained unutilised, and the Government of India grant of Rs. 1,20,000 has not, according to latest reports, been taken up. A standard plan for schools of this class has been drawn up and is being freely adopted by private school managers. The building of hostels has proceeded more rapidly in privately managed than in government institutions. The Hewett Kshattriya School at Benares has no less than six hostels, all in accordance with the standard design. Still, the reports that all hostels are full and applications have to be refused, make one fear, says the director, "that many boys must be left to make their own arrangements for lodging in the town. In illustration of the need, the inspector of Fyzabad tells us that in his division there are 2,449 scholars, yet there are only six hostels holding 175 boys, or 7·1 per cent. of the whole number."

The Punjab.

The feature of the quinquennium has been the large increase in attendance, especially at English-teaching schools. The numbers rose from 63,322 to 92,273, or by 46 per cent. These figures, however, include middle vernacular schools. They also include pupils in the primary departments of secondary institutions. If middle vernacular schools be reckoned as secondary, and if all primary classes be excluded, "there are," says the director, "32,976 boys at the secondary stage, mostly aged from 12 to 20, or 3 per thousand of the male population. In a review of the progress of secondary education in England published in the report of the Board of Education for 1908-1909, it was estimated that 4 per thousand of the population were receiving education in aided secondary schools and about 6 per thousand in secondary schools generally, so that, numerically speaking, the Punjab is not so far behind the west in this respect as might be imagined, especially in view of the fact that elementary education in England is universal and compulsory; although such a comparison would be misleading if it implied that the scope of secondary education in the two countries is identical." The number of high schools for Indian boys is 96, with 46,943 pupils. That of middle English schools is 89 with 23,098 pupils. Thirty of the high schools are government institutions, ten are under local bodies, 43 are aided, and 13 are unaided. There are no government middle schools, the majority (57) being board or municipal institutions, and the rest under private management and generally aided. The number of pupils in these last is 7,225. A high school contains on the average 489 pupils, a middle school 260.

The direct expenditure on high schools has risen from Rs. 7,51,736 in 1906-1907 to Rs. 11,70,357 in 1911-1912. Towards this, government contributes over Rs. 3 lakhs, local bodies Rs. 80,000, fees Rs. $6\frac{3}{4}$ lakhs and private contributions amount to over a lakh of rupees. The expenditure on middle English schools was Rs. 2,92,065 against Rs. 2,12,775 in 1906-1907. This is made up thus—government revenues, Rs. 9,000, local bodies Rs. 55,000, fees Rs. $1\frac{9}{10}$ lakhs and private contributions Rs. 38,000.

As in the United Provinces, so in the Punjab, a transfer of high schools from local bodies to government was found desirable. This transfer—one school for each district—took place before the quinquennium, in 1905. The schools thus transferred have gained much in popularity and efficiency, and endeavours have been made to improve the scale of teachers' pay. To check the growing unpopularity of the subordinate educational service, the prospects of the service have also been improved at an increased cost of about Rs. 91,000. The scheme, while involving the reduction of some posts, provides for a larger number of higher posts a continuous scale of pay and progressive salaries in certain grades.

The buildings, at the time of transfer, were almost without exception unsuitable to their purpose. The imperial grant of 1911 provided funds; standard plans have been framed, sites acquired and other preliminaries arranged. Three new buildings are already nearly completed and another is in course of erection. Schemes for four others are in progress. The new buildings are in healthy situations outside the towns. During the greater part of the period building operations were hampered—"not," says the director, "on account of any diminishing of private enterprise, but because successive retrenchments of the education budget and of the provision for educational buildings in the Public Works Department budget baulked the execution of long-cherished schemes and paralysed initiative generally." Towards the end of the quinquennium provincial finances improved, school managers and local bodies were asked to submit building projects, and standard plans were issued and utilised in the preparation of schemes. Almost all schools have hostels attached to them, the number of which increased considerably during the period, while the number of boarders rose by 3,322 to 12,213. Here again the establishment of denominational hostels under religious societies is a noticeable feature. But accommodation and superintendence, though improving, still leave much to be desired. Some description of these hostels has already been given.

Of secondary education in the Punjab as a whole, Mr. Godley speaks as follows :—

"The statistics given * * * show an increase of institutions and pupils which is in itself a matter for congratulation, but only if there is evidence that the secondary schools are accomplishing their purpose—not merely multiplying the unfit, but sending out a larger number of youths who are well equipped for apprenticeship to their respective vocations. It is in this connection, particularly, that the importance of a qualitative as well as a quantitative test of progress needs to be emphasised, and that the nature, rather than the amount, of secondary education in the province deserves serious attention. Weak headmasters, incompetent assistant teachers, and buildings which are a menace to health are far too common; and those who are bent on extending secondary education to the greatest number, regardless of the conditions under which it is given, incur a grave responsibility. The Lahore inspector instances one school with accommodation for 250 which had about 800 pupils, while in another school a class-room for 18 to 20 boys was made to hold about 50. A public conscience needs to be aroused in matters such as this, for if secondary schools are allowed to go slipshod, little benefit accrues to the country from mere additions to their number."

Burma.

Secondary education in Burma pursues a leisurely progress. The number of anglo-vernacular boys' schools has risen from 82 with 18,524 pupils to 104 with 20,722 pupils. Twenty-one of these are high schools, with 7,482 pupils. Nine are managed by government, two by municipalities and ten are aided schools. Of the 83 middle English schools, eighteen are government, five are municipal and 60 are managed by private bodies. The expenditure on high schools amounts to Rs. 5·33 lakhs against Rs. 4·38.* Public funds defray over Rs. 2·37 lakhs of this and fees over Rs. 2·53 lakhs. Contributions from other sources amount to about Rs. 43,000. The total cost of middle English schools is over Rs. 7·13 lakhs agaist Rs. 5·23.* Public funds contribute Rs. 2·98, fees about Rs. 3·42 and other sources over Rs. 72,000. A high school contains on the average 356, a middle school nearly 160 pupils. "In view of the belief current in certain circles," says Mr. Covernton, "that the old-time learning and pristine manners and morals of the country are being dissipated and debauched by a reckless pampering of 'English' education the figures generally are noteworthy. A rate of increase which adds three schools and 750 pupils a year to the registers may safely be termed cautious; it cannot be considered extravagantly rapid." The introduction of a high school final examination has been already described.

It is necessary here to notice the figures of vernacular schools since the existence of vernacular high schools in Burma gives to this type of education a more definite claim than elsewhere to be classed as secondary. The increase in these has been remarkable, 337 new schools and 26,620 pupils having been added in the quinquennium. "This phenomenon indicates," says the director, "not, it is to be feared, a resolute and spontaneous striving after higher vernacular education on the part of the 'unspoiled' masses, but merely that a number of erstwhile vernacular primary schools have been advanced to the middle stage"—somewhat prematurely, one gathers. Another factor that has tended to the increase of vernacular at the expense of anglo-vernacular schools, is the change of curriculum in the latter. "Since English is now taught in the lower anglo-vernacular standards by oral methods only, many Burmans prefer to keep their children longer in the better vernacular schools —a by no means unhealthy symptom." Vernacular high schools are nine—one managed by government and eight aided—with 1,080 pupils. The prophecy made in 1907 that the present quinquennium would witness their extinction has not been fulfilled. But the type does not thrive. Against a slight increase of schools and pupils must be set a decrease in the number of pupils in the high stage. Few have any practical use for the highest grade of vernacular education. Those who propose to enter the teaching profession have deserted the eighth and ninth (high) standards for the "literary courses" instituted in vernacular normal schools—though the recognition of the ninth standard examination as equivalent for certain purposes to the matriculation may serve to revive the high classes. "Employers," says the director, "whose

* Including the cost of schools for Europeans for which separate figures were not furnished in 1907.

business does not entail a knowledge of English in their employees, but who at the same time can offer responsible posts requiring a reasonably high standard of education and intelligence, will find that men who have passed through the vernacular high grade have often a better knowledge and understanding than many of those who have passed the matriculation."

Financial difficulties forbade building activity at government schools during the first four years of the period; and these are described as housed in obsolete, dilapidated or wholly unsuitable buildings or in hired tenements, and as lacking in proper hostel accommodation. The imperial grants of 1911 have facilitated the building of four government schools and the extension of two others. On the other hand, the local Government has continued liberal assistance to aided institutions, "though on a descending scale of munificence necessitated by the growing stringency of financial conditions." No less than twenty-five schools have received capital grants during the quinquennium. General improvement is noted in the matter of equipment and managers are gradually awaking to the desirability of effective school libraries and museums.

Eastern Bengal and Assam.

Eastern Bengal and Assam is, like Bengal, characterised by the great number of its privately managed secondary schools. During the quinquennium a new curriculum was introduced which drew a sharp line of demarcation between English and vernacular schools, permitted the teaching of English (though not its use as the medium of instruction) at a lower stage in the former and largely substituted a syllabus of studies for a list of prescribed text-books. After trial, this curriculum was extended to Assam. It has been favourably received, but want of competent teachers has not yet admitted of its full success. The number of scholarships has been increased and the rules changed so as to confine the winning of scholarships to the pupils of those schools for which they are mainly intended.

There are 224 high schools for Indian boys with 74,557 pupils against 212 schools with 47,130 pupils in 1907. The number of middle English schools stands at 738 with 88,219 pupils as compared with 508 schools with 41,736 pupils. Thirty of the high schools are managed by the government and one by board. The remaining 193 are private institutions, 56 being aided. The bulk of the middle English schools are under private management, only six being managed by the government and 29 by boards. Of the 703 private middle English schools 412 are in receipt of aid. The direct expenditure on high schools amounts to Rs. 14,16,105 against Rs. 9,30,147. Provincial revenues contribute about Rs. 2¼ lakhs and fees over Rs. 10¾ lakhs towards the cost. The middle English schools now involve an expenditure of Rs. 7,81,178 against Rs. 3,92,586. The contribution from public funds amounts to over a lakh and a quarter, and that from fees to about Rs. 4¾ lakhs and from private sources to over Rs. 1¾ lakhs.

In Eastern Bengal all the government high schools (with the exception of three which are only temporarily under government management) have *pucka* one-storied buildings with spacious compounds. The report adds that they have been erected with due regard to educational requirements save in the Chittagong division, where they are unsatisfactory, inadequate and unsuitable for their purpose. In Assam (where earthquakes are frequent) they are of lighter structure, but on the whole spacious and specially designed for school use. Everywhere, however, the rapidly rising numbers necessitate extension. "Aided and unaided schools are worse off in this respect, nearly all their school-houses have been built without any fixed plan, and in some of them no arrangement has been made even for proper light and air, while not a few are so bad that they are absolutely incapable of improvement. In Assam the aided schools are reported to be fairly well-housed, but the unaided schools are no better than those of Eastern Bengal."

There are a few exceptions, where government has given ample funds for new buildings of aided institutions. The housing of middle English schools is for the most part unsatisfactory. "Generally speaking, these houses have *kutcha* plinths, corrugated-iron roofs, and mat-walls; but they do not conform to any type-plan, and are usually unsuitable for school purposes. Middle

vernacular schools in many cases do not even possess school-houses of their own, and, where they have them, the houses are very poor structures. Of all middle vernacular schools, circle schools are the worst housed, depending as they do on public charity for their accommodation. Practically speaking, the only good houses to be found are those belonging to schools in which English is being taught; these are situated only in advanced localities where the people are desirous of changing the status of their schools from middle vernacular to middle English."

"In Assam, however, middle school buildings are better. Most of the government schools have been built according to standard plans, and the buildings are neat in appearance and suitable for their purpose. In the rest the usual type has *ekra* walls and a corrugated-iron or thatched roof."

There are difficulties in providing suitable furniture with the funds at disposal. In the privately managed schools furniture and appliances are scanty and the supply of books and maps is meagre. Many have no libraries worthy of the name. "Although provision has been made for grants towards the purchase of library books, furniture and appliances, very little advantage has yet been taken of them."

Central Provinces.

The administration of the Central Provinces has framed, during the quinquennium, an exhaustive scheme of secondary education. This is summarised in the report. "Sir Reginald Craddock had instituted an enquiry into the position of secondary education, and developed the results in certain proposals to the Government of India for future expenditure. In the course of this he laid down the policy of establishing a government high school at each district headquarters as a model, and middle anglo-vernacular schools in the larger towns in the interior of the districts. In 1910-11 the continued growth of the demand for English education necessitated the formulation and publication of a clearly defined government policy, and Sir Reginald gave expression to this in a resolution on secondary education in June 1911. This resolution is now the basis of administration. Briefly it excludes district councils from participation in financing English education, affirming that primary education must for years monopolise their resources. Municipalities are not debarred from managing schools under the rules of the grant-in-aid code, provided they first provide for primary education. Government will provide a model high school in each district, and a certain number of middle anglo-vernacular schools in large towns, and maintain the same. Beyond that private enterprise aided by government must do what is required. A new grant-in-aid code is appended showing the conditions of government aid. These have been adjusted to encourage, but not pauperise, private managers. Fees are raised both in colleges and schools, a generous scholarship system is instituted whereby 694 scholarships of the value of Rs. 20,724 are awarded annually. The administration of hostels is regulated so that boarders bear a fair share of expenditure instead of relying on the State for maintenance."

Of the district high schools to be maintained by government, fourteen are now at work and another is about to be started. In three districts their place will be taken by aided schools. There remain five districts where provision for high schools must be made; it will be carried out at once. Admissions to these and also to government middle schools will be restricted in point of numbers. Further accommodation must be in aided schools. A new grant-in-aid code has been introduced and is proving successful. The increased fee system has been accepted without demur.

At the close of the last quinquennium the high and middle English schools for Indian boys numbered 27 and 92 with 1,974 and 10,467 pupils respectively. The corresponding figures are now 31 high schools with 3,040 pupils and 107 middle English schools with 12,530 pupils. Fourteen high schools are managed by the government and two by boards; three are maintained by Native States and twelve are aided institutions. As regards middle English schools 38 belong to government, 32 to boards, eight to Native States and 29 to private management of which 25 are aided. The total direct expenditure on high schools amounts to about Rs. 2 lakhs against Rs. 5 lakhs and middle English

schools to Rs. 3·16 lakhs against 2·80 lakhs. In the case of the former the public funds contribute about a lakh of rupees and fees about ¾ lakh of rupees; in the latter case, the contribution from public funds amounts to over Rs. 2·11 lakhs, from fees to over Rs. 58,000 and from other sources to Rs. 47,000.

Buildings are good throughout the province. But suitable laboratory accommodation is wanting in many schools. A standard plan for laboratories has been prepared and erection is proceeding. During the last year or two considerable attention has been paid to the provision of apparatus and equipment; and the position is now good.

North-West Frontier Province.

Secondary education is largely in the control of boards and municipalities, which manage five high schools and four middle English schools. There are seven high schools under private management, of which six are aided. There are no middle schools save those under boards and municipalities, and one aided vernacular school for girls. In addition to the English schools, the boards and municipalities maintain fourteen middle vernacular schools. The total number of male scholars in anglo-vernacular schools is 6,585, and their total cost Rs. 1,26,897, against 4,415 scholars and Rs. 87,592 in 1906-1907. Towards this public funds contribute Rs. 59,534, fees Rs. 46,951 and other sources Rs. 20,412. The director, Mr. Richey, points out that during the period the qualified portion of the staff has risen from 43·2 to 68·9 of the whole, and that results in the matriculation have improved. The method of teaching English is, however, still faulty. In 1911, government gave capital grants amounting to some Rs. 40,000 for buildings and libraries.

APPENDIX XI.

RATES OF FEES IN ENGLISH SECONDARY SCHOOLS FOR BOYS.

Madras.

	For the long term. Rs. A. P.	For the short term. Rs. A. P.
Forms IV, V and VI	23 12 0	14 4 0
Forms I, II and III	12 8 0	7 8 0
Classes III and IV (Preparatory)	5 0 0	3 0 0
Classes, Infant, I and II (Preparatory)	2 8 0	1 8 0

These are minimum rates and fees may be levied at higher rates at the discretion of the management.

Bombay.

	Rs.	
Standards I, II and III	1½	monthly.
Standards IV and V	2½	,,
Standards VI and VII	4	,,

In aided schools the minimum rates will be two-thirds of the above rates.

Bengal and Eastern Bengal.

There is no regular scale of fees, but in Government high schools the range is generally from Re. 1 to Rs. 3 and in middle schools from 4 annas to Rs. 1½. There are no fixed rules for aided schools.

Assam.

	High Schools. Rs. A.	Middle English. Rs. A.	
First class	3 0	1 0	monthly.
Second class	2 8	0 14	,,
Third class	2 4	0 10	,,
Fourth class	2 0	0 8	,,
Fifth class	1 12	0 6	,,
Sixth class	1 8	0 4	,,
Seventh class	1 4	0 2	,,
Eighth class	1 0	...	,,
Ninth class	0 12	...	,,

United Provinces.

		Rs. A. P.	
Preparatory section	A.	0 2 0	monthly rate.
	B.	0 3 0	,,
Lower primary section	Class I	0 4 0	,,
	,, II	0 6 0	,,
Upper primary section	,, III	0 8 0	,,
	,, IV	0 12 0	,,
Lower middle section	,, V	1 0 0	,,
	,, VI	1 8 0	,,
Upper middle section	,, VII	1 12 0	,,
	,, VIII	2 0 0	,,
High section	,, IX	2 8 0	,,
	,, X	3 0 0	,,

In aided schools the minimum rates shall be 75 per cent. of that prescribed for Government schools.

The above rates have been enhanced recently, but they come into force from 1st July 1912.

Punjab.

	Monthly rate. Rs. A. P.
Primary Department—	
Fourth class	1 0 0
Fifth class and junior special	1 8 0
Secondary Department—	
First class	2 0 0
Second class and senior special	2 8 0
Third class	3 0 0
Fourth class	3 8 0
Fifth class	4 0 0

In the lower primary classes of government and board anglo-vernacular schools the rates shall not be less and may be higher than those fixed for lower primary classes in vernacular schools (from anna one to annas three).

The pupils whose parents have a monthly income above Rs. 150 will be charged fees at double the rates. In aided schools the rates shall be at least 75 per cent. of those fixed for government and board schools.

Burma.

	Rs.	
Standards I and II	1	monthly.
Standards III and IV	2	"
Standards V, VI and VII	3	"
Standards VIII, IX and X	4	"

Central Provinces and Berar.

	Rs.	
High School Classes—		
5th, 6th and 7th English Standard	3	per mensem.
Anglo-vernacular departments of high and middle schools—		
1st, 2nd, 3rd and 4th English standards	1	"

North-West Frontier Province.

Pupils of the primary departments now read free. Otherwise the fee rates in the upper classes range from Re. 1 in the lowest middle class to Rs. 3½ in the highest class, sons of agriculturists paying from 10 annas to Rs. 2¼.

		Rs. A. P.	
High Department	VI	3 8 0	per mensem
	V	3 0 0	"
Middle Department	IV	2 4 0	"
	III	1 14 0	"
	II	1 8 0	"
	I	1 0 0	"

APPENDIX XII.

RULES FOR GRANT-IN-AID TO SECONDARY ANGLO-VERNACULAR SCHOOLS.

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	REMARKS.
Madras . .	The following are general conditions of aid :— (a) minimum average daily attendance for previous official year is 25 pupils (23) ; (b) there should be not less than 180 school days consisting of at least four hours of secular instruction, in each school year (24) ; or (c) qualifications (general and professional) of teachers, and subjects of instruction should be in accordance with the Government educational rules. (27). Ordinarily allotment of grants takes place triennially. In case of institution admitted to aid in course of a triennium allotment is made for remaining portion thereof (34). Grants are payable annually (38) and may be increased if any additional standard has been opened with the department's consent, or on account of any other approved increase in expenditure (35). Similarly they may be decreased if found to exceed the amount permissible under rule or because of unreasonable expenditure,	Not exceeding one-half of total cost (54). Limit of power of sanction :—up to Rs. 2,500 by director and above Rs. 2,500 by Local Government (50).	Not exceeding one-half of total cost. (57). Limit of power of sanction :—up to Rs. 500 by director and above Rs. 500 by Local Government (60).	Ordinarily equal in amount to income guaranteed from endowments, subscriptions, donations and other private sources over and above any expenditure by management on scholarships or in defraying any difference between the fees calculated at standard rates and those actually collected. This amount may be increased by half the amount of fee income forgone under rule 102 of the Educational Rules in respect of Muhammadans, Uriyas, girls and backward classes and castes (rules 32 and 33).	Grants not exceeding one-half towards endowments are also provided for. They must be sanctioned by Local Government (61).

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	REMARKS.
Madras—*contd.*	inefficiency or failure to remedy defects in organization, discipline, instruction and accommodation (35). They may be entirely withdrawn should the financial condition of an institution or the educational needs of the locality cease to warrant their continuance (31), should the conditions of recognition or aid be violated or for any proved fraud or irregularity in management (36). Except in cases in which a reference to the Local Government is required, all grants paid from provincial funds are sanctioned by the director; and all grants paid from local funds are sanctioned by the local board concerned, provided that the grants have been recommended by the education department (6).				
Bombay . .	The general conditions of aid are:— (*a*) that school supplies a local want; (*b*) competency and adequacy of teaching staff; (*c*) financial condition of school; (*d*) that fees charged and percentage of free students are reasonable; (*e*) liability to inspection by department at all times and to supply all such information as may be required;	Not exceeding one-fourth of total cost (52). But government may give land in addition to or as part of the grant (58). In addition to building grants, special grants bearing no fixed proportion to total cost—each case being considered on its merits—are given in aid of building boarding houses, laboratories, libraries, school workshops, gymnasia and providing playgrounds. (62).	Not exceeding one-third of total cost (18). Limit of power of sanction:—up to Rs. 1,000 by director (18) and above Rs. 1,000 by government.	Not exceeding one-half of the local assets or one-third of total expenditure during previous official year. If receipts from all sources exceed total expenditure saving shall be fully expended in following year or placed in a reserve fund: otherwise grant is liable to reduction (5). If the ordinary grant is not sufficient a supplementary grant may be made not exceeding one-third (and in the case of poor but deserving schools one-half) of the ordinary grant mainly for the improvement of the salaries of teachers (27 A).	There are also special grants for drawing (19). Schools not in receipt of a grant-in-aid may be admitted to recognition by the department, which would entitle them to present pupils at all public examinations conducted by the department provided they conform to the rules (10) mentioned in column 2 (system of grant).

Bombay—contd.

(*f*) the maintenance of the attendance;

(*g*) suitability of accommodation, sufficiency of furniture and appliances and provision for recreation and physical exercises;

(*h*) that arrangements for registering admission, attendance and age of pupils, for management and for keeping accounts are effective;

(*i*) education given is sufficient in range and quality;

(*j*) that discipline, conduct, regularity of attendance and honesty under examination of students are satisfactory;

(*k*) proper maintenance of school records and trustworthiness of all statistical returns and formal certificates (2, 4 and 7);

(*l*) that there are funds at the disposal of the department to meet the application for grant.

The grant thus assessed is ordinarily continued from year to year provided the afore-mentioned conditions are maintained. Re-assessment of grant is admissible if it can be shown that existing grant is inadequate and funds are available. (8).

Failure to satisfy inspector, when assessing grant for first time, under the heads enumerated above, entails a proportionate reduction of the maximum grant admissible. (7-N. B.). Such

Power of sanction rests with the director of public instruction (rule 51), special cases only are to be referred to Government (rule 52).

In cases of works carried out by agency other than the Public Works department, the permission of the superintending engineer concerned is required if the cost does not exceed Rs. 10,000 and of government if the cost exceeds that amount (56).

The Public Works department must approve the plans and estimates for the building and the title of the school managers to the site on which it is to be erected must be declared to be good and in order by the law officers of government; the grant will not be given till a trust deed is executed or its execution is agreed on, save in the case of buildings for which a building grant not exceeding Rs. 1,000 is claimed, when an agreement to repay on failure of conditions is accepted.

If a school is established to meet an urgent demand or under peculiar difficulties, a temporary grant may be awarded in year of assessment not exceeding half the net expenditure on instruction, but payable monthly if so required. As soon as permanent character of school is established it becomes subject to ordinary rules (6).

If through misadventure for which the managers are not to blame, the attendance and efficiency of any school has fallen greatly below the average of previous years, a sum not exceeding the grant earned in the previous year or the average grant of the three last preceding years, whichever is less, may be paid (9).

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	REMARKS.
Bombay—*concld.*	failure in the case of an institution already aided, carries a similar penalty but only after a preliminary warning (8). The director's decision as to whether the conditions are fulfilled in any case are final.	If however the building is erected on a site already covered by a trust deed a receipt may be sufficient.			
Bengal . .	In West Bengal grants are ordinarily sanctioned for a term of three years, but may be revised at any time during their currency (28). The director is authorised to delegate to divisional inspectors the power to sanction grants-in-aid of not more than Rs. 50 a month to high and middle schools, placing annually a lump sum at the disposal of each inspector of schools over which the inspector of schools shall have full control, subject to the grant-in-aid rules, and to the submission with his budget estimates of a statement of the proposed expenditure of this sum. No new grant shall be given in the course of the year without the consent of the director of public instruction, unless it has been budgetted for and the director of public instruction exercises a general supervision that the recurring claims upon his grant-in-aid allotment may not increase disproportionately to his allotment (section 51). Similarly, the director of public instruction is authorized to delegate to divisional inspectors the power to sanction special grants to high and middle schools up to a limit of Rs. 500, placing	The proportion of government contribution is limited except in special cases and under special orders of government, to the amount to be expended from private sources. The total allotment for the year is divided between schools for different sections of the community (Europeans, Hindus, Muhammadans, etc.,) in some proportion to the requirements of each community as indicated by the amount of the "approved applications received from each," subject to the proviso that in sanctioning such applications preference shall be given to projects that make for the extension of education over those that aim only at improving conditions for children already under instruction (16 Note 4, 5.)	In West Bengal equipment grants are not distinct from building grants. The technical term is "special grants" which may be given for erecting, enlarging, furnishing or repairing school buildings providing hostels for high schools, for acquiring or enlarging play grounds and in special cases for paying off debts already incurred for the erection or extension of school buildings.	For high schools the annual maintenance grants-in-aid of ordinary recurring expenditure shall not exceed one half of the income guaranteed from private sources, except in certain backward districts, when the grant may be equal to two-thirds of the income from private sources (26); of the districts specified in the rules only Birbhum and the thanas of Khatra Raipur and Simlapal in Bankura are situated in Bengal, the rest being situated in the new province of Bihar and Orissa. For middle schools in which the monthly expenditure does not exceed Rs. 40, the grants shall not exceed the income guaranteed from private sources (26). For middle schools in which the monthly expenditure exceeds Rs. 40, the grants shall not exceed two-thirds of the income guaranteed from private sources except in the districts already mentioned, where the grants may equal the income so guaranteed.	Temporary grants may be given in aid of boarding houses and hostels but the general principle is that such establishments should be self-supporting in so far as recurring expenditure is concerned.

Bengal—*contd.*

a lump sum at the disposal of each inspector of schools for this purpose. Government of Bengal (General Department) no. 4021, dated 10th November 1911. Manager may be given an opportunity of protesting against reduction, and suspension of grants (28). Maximum rates are not in all cases and as a matter of course sanctioned (27). Payment is made monthly (15). In assessing the ordinary grant regard is had to:—

(*a*) pecuniary resources and proposed monthly expenditure of schools, and the fees charged in each class;

(*b*) average number of pupils, their class, race and creed and the social position and calling of their parents;

(*c*) social standing of the managers and the class or classes they represent;

(*d*) class of school, and course of instruction;

(*e*) number, qualifications and salaries of teachers;

(*f*) accommodation and surroundings of schools;

(*g*) sanitary arrangements (12).

Schools which have a well qualified and well-paid staff, and which charge comparatively high fees receive special consideration (2).

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	REMARKS.
Bengal—*contd.*	No high school receives a grant which makes no provision for— (*a*) instruction in drawing, drill, gymnastics (for boys only) and if required, manual training; (*b*) employment of trained teachers and teachers who have passed the oral examination of competency to teach in English; (*c*) instruction in any subjects required by local conditions; (*d*) expenditure of a portion of the grant on appliances for practical teaching of various subjects; (*e*) adoption of the vernacular scheme of instruction as approved by the Local Government in all classes below the fourth (7).				
	The schools in Eastern Bengal are generally governed, as regards recurrent grant, by the grant-in-aid rules in force in Bengal. The few differences that occur in the system of sanctioning grant in Eastern Bengal from that in Western Bengal are as stated below:— (1) Under Eastern Bengal and Assam Government order no. 779-E., dated the 31st May 1911, power to increase existing grants, to renew old grants	In Eastern Bengal the amount of Government grant does not ordinarily exceed double the sum subscribed locally or allotted from the balance in hand of the school (Rule 4). The amount of monthly expenditure is no criterion in determining the proportion of the government grant and local contribution.	In Eastern Bengal equipment grants are sanctioned by the director, subject to budget provision, as special grants for apparatus, chemicals maps, diagrams and models, etc., and for books for school libraries, for plant, materials, and tools for industrial and technical schools and for exhibition of needlework, or other art or industrial school work, provided		

Bengal—concld.	and to sanction new grants to all high and middle English schools have been delegated from the director to the inspectors of divisions, within the allotment placed by the director of public instruction at their disposal, over which the inspectors can exercise their full control having regard to the grant-in-aid rules. The inspectors are authorised to sanction grant to any reasonable amount, no money limit having been fixed to the power delegated to them. (2) Grants are sanctioned by the director of public instruction on the recommendations of the Female Education Committee only to a few special girls' schools, such as sadar and urban girls' schools subject to the provision made in the budget for the purpose. The inspectors are empowered to sanction grants to all other ordinary girls' schools.		the grant may not exceed one-half the total cost in the case of high and middle English schools. (*Vide* Rules, 1, 2 and 3, section II of grant-in-aid rules of Eastern Bengal).		
United Provinces.	There are two kinds of grants—Ordinary and Special (389). The ordinary grant comprises (*a*) fixed annual grant and (*b*) an attendance grant (400). Special grants, under certain circumstances, are allowed in place of, or in addition to, the ordinary grant (404). To become eligible for aid a school must comply with the following requirements :— (*a*) it shall be open to inspection by department ;	Not exceeding the total amount contributed for the purpose from other sources (380). Power of sanction rests with the Local Government (382).	Not exceeding the total amount contributed independently for the purpose (388). If grant exceeds Rs. 500 the sanction of the Local Government is required (388).	The amount of the annual grant (ordinary and special grants included) shall not exceed in the case of any school :— (*a*) the income of the school from tuition fees and private sources ; (*b*) one-half of the amount of the annual tuitional expenditure ; (*c*) the difference between the annual expenditure and the	" Income from private sources " excludes grant made by municipal board (390—Note 1). " Tuitional expenditure " is defined in note 2 to rule 390. " Annual expenditure " may also include contributions to a

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	REMARKS.
United Provinces —*contd.*	(*b*) any change in governing body shall be reported to inspector ; (*c*) all information and returns called for by department will be duly furnished ; (*d*) it shall not send up candidates for examination held in another province, when an examination of the same nature is held by the local education department or university (377). Grants are paid monthly (397). Grants are reducible on account of :— (*a*) undue expenditure on scholarships (392) ; (*b*) if the school meetings fall below the prescribed number (393) ; (*c*) non-fulfilment of any of conditions of aid (399). Grants may be withheld for :— (*a*) political agitation or seditious conduct on the part of a school (378) ; (*b*) report against efficiency of a school in two successive years (398) ;	No grants will be finally sanctioned until the managers certify that the funds provided from other sources are sufficient with the grant to meet all claims and to close the account (381).		income of the school from fees and other sources than the grant-in-aid. (390). (*i*) The ordinary grant comprises :— (*a*) the fixed annual grant ; (*b*) the attendance grant. The rates at which the fixed grant is admissible in English teaching schools are :— For boys. For girls. Rs. Rs. Rs. High section . . 750 .. } 680 Upper middle section 400 350 } 680 Lower middle section 250 .. 350 [401 and 405 (*c*)] This fixed grant is liable to reduction by one-half if only one of the two classes included in the section is maintained (402*a*). Also average attendance must not fall below 8 in high section, 12 in upper middle and 14 in lower middle section (402*b*) ; and in the case of girls' schools below 6 in the high or upper middle sections and 8 in the lower middle section [405(*d*)]. For each scholar in average attendance in the high or middle section of both boys' and girls' schools an attendance grant of Rs. 3 is admissible (403).	reserve fund provided that such reserve is not thereby raised beyond the following limits by contributions from the "school income" :— Rs. For a high school 3,000 " middle " 1,000 Any contribution from the school fund beyond the above limits is treated as part of the ordinary school income. (390—Note 3).

United Provinces —*contd.*

(*c*) for the reason given in (*c*) immediately above (399).

No grant is made :—

(*a*) to any school which does not conform to the prescribed conditions for recognition, or to any school or department of a school which is declared to be unnecessary or unsuited to local requirements ;

(*b*) to any school the income of which from all sources is sufficient to maintain it in efficiency ;

(*c*) to any school which is conducted for private profit or which is farmed out by the manager to the teachers ; or

(*d*) to a primary English school (391 and 380).

(*ii*) The special grants which are admissible in place of, or in addition to, the ordinary grant are given in the following circumstances :—

(*a*) A preliminary grant may be given for one year in aid of the maintenance of a school not hitherto borne on the grant-in-aid list. Such grant does not as a rule exceed one-half of sum required to supplement fee-income in order to meet tuitional charges for the year ;

(*b*) in addition to, or in place of, the ordinary grant, a special grant may be allowed to a high school in which the department considers that an instructive staff of special qualifications is required, provided that such a grant shall not be given for more than five years without fresh consideration and sanction ;

(*c*) a special additional grant may be allowed to any school in a poor backward locality in which the local contributions are not sufficient with the fees and the ordinary grant to meet the necessary tuitional expenditure. Such grant is made for one year only but may be renewed annually ;

(*d*) a special additional grant not exceeding one-fifth of the salary may be allowed to an aided school for every trained teacher employed.

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	REMARKS.
United Provinces —*concld.*				(*e*) a special additional grant may be allowed for a girl who is being taught in one of the regular standards and is also being trained as a teacher, provided the instruction in the training class is being given by a properly trained teacher. [404 and 405 (*e*).]	
Punjab . .	Aid is given in the form of maintenance grants, and grants for building or appliances (45). Maintenance grants are of the following kinds (46):— (*a*) Block grants, for attendance, instruction, etc., (*b*) Staff grants, (*c*) Boarding-house grants, (*d*) Special grants, all of which may be earned in the same school. Grants may be paid monthly or, if so desired, quarterly, half-yearly or yearly. (66). If through misadventure for which the manager is not to blame, the grant earned falls greatly below the average grant of previous years, it may be raised to a sum not exceeding the grant of the previous year or the average grant of three previous years (68).	Ordinarily not exceeding one half of the total cost (81).	Ordinarily not exceeding one half of the total cost (81).	(*i*) *Block grant.*—This is calculated separately for each department in a school and is based on the average attendance for the preceding three years and upon the state of efficiency as disclosed at the annual inspection of the school. Those classified as "generally satisfactory" receive the maximum rate of grant and those marked "fairly satisfactory" 75 per cent. Rates below 75 per cent. can be awarded when the retention of the school on the grant-in-aid list is in question. In a case of exceptional merit 25 per cent. can be added to the full rate. The maximum rates per pupil in average attendance in an anglo-vernacular school are:— Rs. A. P. (*a*) in lower primary department . 2 0 0 (*b*) in upper primary department . 8 0 0 (*c*) in middle department . 16 0 0 (*d*) in high department . 24 0 0	When teachers in schools maintained by missions and charitable societies render gratuitous services or are paid out of proportion to the services rendered by them, their services are valued at the rates obtaining in schools of a similar class under public management, regard being paid to the time they devote to secular instruction; and the staff grant is given at the rate of one-third of the estimated value of such services (62).

Punjab—*contd.*	Grants may be reduced, suspended, or withdrawn if the general discipline, organisation, or method of instruction is unsatisfactory or for any other serious reason provided that in every such instance, an enquiry, at which the manager shall be allowed a full opportunity of explanation, shall be made (70). The prescribed rates of grant may be reduced or raised to suit the special conditions of backward and progressive districts, respectively (71). No grant is made in respect of a school the income of which from fees and endowments is sufficient to maintain it in efficiency, and which needs no further development to meet the wants of the locality (53).			The rates for girls' schools are for the present double the above rates (58, 59, 60). (*ii*) *Staff grants.*—For certificated teachers and monitors who have passed the middle standard and have not (in the case of boys) completed their 19th year, are admissible at the rate of one-third of the salary paid subject to the proviso mentioned, (articles 61 and 63.) (*iii*) Boarding house grants are made subject to a minimum average attendance, the respectability of the locality and the satisfactory condition of the boarding house in respect of sanitation, accommodation, supervision, etc. (65). The total grant to a school for maintenance including all aid from public revenues towards expenditure on tuition, must not exceed three-quarters of the excess of the expenditure on tuition over the income from tuition fees (64).	
Burma . .	The general conditions of aid are :— (1) suitability of buildings and sufficiency of accommodation and equipment ; (2) competency of staff. (3) that the fees are in accordance with approved rates and realize, together with voluntary contributions, a fitting proportion to the total expenditure ; (4) proper management and organization ;	Not exceeding half the cost [122 (*ii*)]. Limits of sanction :—up to Rs. 1,000 by director, and above that sum by the Local Government (123).	Not exceeding half the cost [122 (*ii*)].	(i) *Ordinary grants* are calculated on the difference between the income and expenditure of an institution. Income includes :— (*a*) actual total receipts from fees provided fee rates are not below prescribed scale and that no undue remissions or arrears are permitted ; (*b*) results grants on technical subjects ; (*c*) half salary grants ; temporarily reduced to $\frac{3}{8}$;	Managers who do not desire a grant-in-aid may have their institutions registered provided they consent to conform generally to the department rules, to submit to inspection and to furnish the necessary returns when required (112).

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	REMARKS.
Burma—*contd.*	(5) that the institution supplies local want; (6) that the institution, together with its records, be open to inspection and examination by any officer of the department appointed for the purpose, and that it furnish all such information as may be required by such officer (95 to 98); (7) a minimum of 400 school meetings of not less than 2 hours each (107 and 108). Schools in which less than one-third of the pupils on the average daily attendance roll pass under the respective standards are considered inefficient and are liable to be struck off the grant-in-aid register (102). Remission or reduction of fees is permissible in the case of orphans and children of poor parents up to a maximum of 10 per cent. of the average daily attendance. In the case of girls' schools the director of public instruction may, on sufficient cause, relax the conditions of fee payments (105). In Karen schools contributions by the Karen community may be accepted in lieu of fees (106). If through misadventure for which the manager is not to blame, a			(*d*) subscriptions; (*e*) grants from missions for day schools (118 and 119). (ii) *Boarding grants.*—For each pupil supplied with board and lodging on the school premises a boarding grant of Rs. 3 *per annum* is admissible. The hostel or boarding quarters must provide adequate and suitable accommodation for a definite number of boarders and must be under complete and regular supervision. Quarters for girls and boys must be separate (121). (iii) *Salary grants* temporarily reduced to three-eighths subject in each case to a maximum limit of Rs. 150 per mensem are given on account of approved certificated full-time teachers. All salaries must be paid in cash: board and lodging are not accepted as equivalent (126 and 127). The pay prescribed for certificated teachers ranges from Rs. 50 in an anglo-vernacular primary school to Rs. 300 in a high school (128). The number of salary grants attached to each school is determined on the following considerations:—budget allotment available; ability of managers to contribute their share and merits and circumstances of the individual school (130). Allowances at three-eighths of Rs. 80, 40 and 20 are given to headmasters of high, middle and anglo-vernacular primary schools, in addition to the	In institutions in which the staff receives no fixed salaries the cost of it shall be calculated with reference to local circumstances and the teachers' qualifications. The salaries of certificated teachers and such proportion of the salaries of uncertificated teachers as the director of public instruction may approve will be allowed to count toward expenditure (117).

Burma—*contd.*

school's grant falls greatly below the average of previous years' grants, a sum not exceeding two-thirds of the grant of the previous year may with the sanction of government be paid (109).

The following is the extent and nature of the aid obtainable :—

(*i*) Ordinary grants calculated on the difference between the income and expenditure of a school.

(*ii*) Boarding grants for pupils supplied with board and lodging on the school premises.

(*iii*) Special grants to supplement private expenditure on building, land, school furniture and equipment.

(*iv*) Salary grants to certificated teachers.

(*v*) Fixed grants to institutions of recognised efficiency and permanent character.

(*vi*) Results grants on technical subjects.

(*vii*) Extra grants (114).

In no case is the total of the ordinary and salary grants and the results grant on technical subjects to an institution permitted to exceed the sum contributed from other sources (115) subject to this proviso the maximum sum that an institution may draw shall be the sum required to meet that part of the ordinary salary grants, provided the school gives five-eighths of those amounts (131).

In any non-vernacular public school above the lower primary grade a half-salary grant temporarily reduced to three-eighths to a maximum limit of Rs. 50 per mensem is admissible on account of a special teacher fully qualified in any of the recognised technical subjects which includes such subjects as drawing, manual training, short-hand and type-writing, music, cookery, and domestic economy, and needlework and dressmaking. Salary grants are not ordinarily given in addition to results grants (146).

(iv) *Fixed grants* are given to institutions of recognised efficiency and permanent character [114 (*v*)]. They are calculated in first instance, on average grants (ordinary, half-salary, extra and boarding) earned during previous three years (138), and are tenable for five years at a time subject to progress and observance of departmental rules (139). They are liable to be increased or diminished according to condition of institution as judged by results of examination, average attendance and contributions to direct expenditure from private sources (140).

(v) *Results grants* for technical subjects taken in ordinary schools are payable on the results of annual government examinations at the rates prescribed in rule 150.

(vi) *Extra grants* are payable at the rate of annas 8 in standards I to III and of Re. 1 in standards IV to VII per head

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	REMARKS.
Burma—*concld.*	current expenditure, other than that for boarding establishments, which will not be covered by fees, endowments, grants from missionary bodies and miscellaneous sources (116). The current expenditure shall be taken to be the yearly cost of teaching staff (inclusive of principal) with an addition not exceeding 10 per cent. of the above for supervision and sundry charges. If the principal draws a half-salary grant as a full-time teacher, the amount of the allotment of 10 per cent. is reduced by the amount of the half-salary grant (117).			of pupil satisfying the inspector in drill and gymnastics (for boys) and in calisthenics (for girls), provided that in each case a pass has been obtained in the compulsory subjects of the standard (152). Extra grants, at the rates mentioned in rule 154, are payable on pupils of the following classes who duly pass the promotion examination of their standards :— (*i*) girls in anglo-vernacular schools ; (*ii*) pupils of specified backward races in certain localities (153).	
Central Provinces	Object and conditions of grant. 1. Special grants may be given to managers of recognized schools in aid of erecting, purchasing, enlarging or re-building school buildings and hostels, or for the provision of play grounds, gymnasia, workshops, laboratories. 2. Applications for such grants will as a rule be considered according to priority of receipt, but the department reserves the full right of disposing of them according to financial or other exigencies. 3. No grant will be given towards repairs of buildings, unless such repairs involve structural alterations equivalent to re-building.	The maximum building grant shall be one-third of the total expenditure and no grant shall be less than Rs. 100. It is not to be assumed that the maximum grant will invariably be given. The circumstances of each case will be considered and the amount fixed accordingly. When the amount of the grant applied for does not exceed Rs. 500, the inspector will forward the application with his recommendation to the director of public instruction through the deputy commissioner. The director of public instruction is em-	Special grants will also be made towards the purchase of school appliances, furniture, laboratory or workshop equipment, libraries, gymnastic apparatus, etc. The maximum limit of such grants shall be half the expenditure and no grant of less than Rs. 50 shall be made. The amount awarded in each case shall be fixed at the discretion of the sanctioning authority. All applications for such grants should be made to the inspector of schools of the circle, who will forward them with his recommendation to the director of public in-	The government grant shall in no case exceed half of the income or one-third of the expenditure of the school (whichever is less) during the previous official year. If the amount does not exceed Rs. 1,200 per annum the director of public instruction may sanction it on his own authority. If it exceeds Rs. 1,200 per annum he shall apply for the sanction of the Local Administration. The amount of grant sanctioned together with the date from which payment will be made shall thereafter be communicated to the managers. This date will depend upon financial circumstances. Subject to the limit set forth in rule 4 the amount of grant awarded shall be deter-	

Central Provinces —contd.

4. The sanctioning authority shall, if it appears expedient, refer the plans and estimate to the Public Works department for scrutiny, and the managers shall carry out such alterations in them as that department may consider necessary before sanction is accorded to a grant.

5. Before a building grant is sanctioned the managers must satisfy the sanctioning authority (1) of their ability to defray the share of the expenditure falling on them, (2) that the building is intended for and will be devoted to educational purposes and in part to secular education, (3) that their title to the site on which the building is to be erected is in good order.

6. No steps shall be taken in carrying out the work on which a grant is applied for before sanction has been communicated to the managers.

7. Where either government or a local body grants a building site it shall be competent for the sanctioning authority to reckon the value of the site, either as part of the grant or as addition to it.

8. In cases where the work has been carried out under the charge of a divisional local fund engineer the certificate of that officer will be accepted.

9. Before payment of the grant of any portion thereof the managers shall execute, if the grant is less than Rs. 500, a form of agreement, or, if it exceeds Rs. 500, a trust deed.

1. Annual grants-in-aid are made from provincial funds for aiding and improving

powered to sanction such grants on his own authority.

When the amount exceeds Rs. 500 the inspector shall forward the application to the director of public instruction through the deputy commissioner, and the commissioner of the division, and the director of public instruction will apply for the sanction of the Local Administration.

struction. If the sum applied for does not exceed, Rs. 200 the director of public instruction will sanction the grant on his own authority. If it exceeds Rs. 200 he shall apply for the sanction of the Local Administration.

Sanction, when accorded shall be communicated to the managers. Payment of grant will depend on financial considerations and will generally be made according to priority of application. No payment will be made unless the purchase of the articles has actually been completed, and is substantiated by vouchers to the satisfaction of the director of public instruction.

mined by the efficiency of the school under these heads :—

(1) Building and equipment.

(2) Attendance and regularity of attendance.

(3) Adequacy and qualifications of teaching staff.

(4) Range and quality of mental, moral and physical education imparted.

(5) Discipline and conduct of pupils.

The grant thus assessed will ordinarily be continued as a fixed grant from year to year subject to the limits of rule 4 and provided that the conditions prescribed in rule 2 are maintained and that efficiency as determined by rule 6 does not deteriorate. If the receipts in any year from all sources exceed the total expenditure, the saving shall be freely expended in the following year or placed in a reserve fund : otherwise the grant will be reduced proportionately.

Reassessment of a grant will be made on the application of the managers provided that the department is satisfied that owing to increased expenditure on their part the existing grant is inadequate, and that there are funds at its disposal to meet the demand. But such reassessment shall not be made at intervals of less than five years.

The grant will be reduced or withdrawn by the department, after reasonable warning has been given to the managers, if it is found that the conditions

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	REMARKS.
Central Provinces —*contd.*	secular education. They are administered by the department of public instruction hereinafter called the department in accordance with the rule of this code. 2. The conditions on which grants-in-aid are made, are as follows :— (*i*) That the school supplies a want in the locality and does not enter into competition with any existing recognised school; that the school premises are in a healthy situation, are well lighted and ventilated, and contain sufficient accommodation, furniture and appliances for the instruction of the pupils; that due provision is made for physical instruction and recreation; that the arrangements for registering admission, attendance and age of pupils, for management, keeping accounts of income and expenditure, and the general administration of the school are in accordance with the requirements of the department; that the discipline and behaviour of the pupils are satisfactory, and that all returns, certificates, etc., issued by the managers of the staff are trustworthy. (*ii*) That the department is satisfied with the constitution of the			of the code are not being kept or that efficiency under the head enumerated in rule 5 has deteriorated.	

managing body and the stability, financial and otherwise, of the institution.

(*iii*) That the school shall be open to inspection or examination by the department at all times; and that the manager shall supply all such returns or information and maintain such registers, accounts, etc., as the department may from time to time require and that these accounts, registers, etc., shall be open to scrutiny by the department at any time.

(*iv*) That the principles and system of school management, and the curricula prescribed by the Local Administration for the use of schools are followed and that no books are used as text-books, prize or library books, save those sanctioned by the Administration.

(*v*) That the managers undertake in writing to ensure, and to thereafter enforce the observance by teachers and pupils of the orders contained in appendix F of the manual.

(*vi*) That the staff employed is sufficient, of good character, and possesses the requisite educational and professional qualifications to carry out efficiently the work of the school, and that the department shall have the power to enforce the dismissal of any master employed in the school.

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	REMARKS.
Central Provinces —*concld.*	(*vii*) That the fees charged are not less, and the percentage of the free students not greater than those prescribed by the administration. 3. Every aided school shall be inspected once in each official year for the purpose of the award of the grant-in-aid.				
Assam . .	The Local Government has not yet issued a provincial code and the absence of such a code has not caused any serious inconvenience. The general principles of the Bengal rules regarding recurring grants are still regarded as applicable, and they may continue to be so applied until a favourable opportunity occurs for the preparation of a local code. There are special rules for middle schools, and the system of capitation grant obtains. New rules have been framed as regards capital grants. Grants are ordinarily sanctioned for a term of five years and are reducible on renewal when this can be done without serious loss of efficiency.	Either land is given on lease at a nominal rent or a money grant is made not exceeding double the sum provided from private sources or both concessions are given (Section I, rules 3, 4, 7 (4), and 11 of revised rules). The director can sanction if the grant does not exceed Rs. 5,000 (Section I, Rule 8).*	Not to exceed two-thirds of total cost. (Section II, rules 1 and 3 of revised rules). Subject to budget provision sanction lies with the director (Section II, rule 2).	The power of sanctioning recurring grants has been made over to the inspectors of schools. But they are bound to consult executive officers and provision is made for a reference to the director of public instruction in the event of a difference of opinion. The inspectors of schools are of course limited to their budget grants, and these are settled annually in advance at a conference over which the director of public instruction presides and at which the question of modifying the aided lists by additions or otherwise is decided. Emergent cases which have not been so provided for have to be submitted for the orders of the director of public instruction. It will appear, therefore, that the control still remains in the hands of the director.	* Eastern Bengal and Assam Education A Procedings, May 1908, nos. 1-9.

APPENDIX XIII.

MONOGRAPH BY MR. F. W. MARRS, ACTING EDUCATIONAL INSPECTOR IN SIND, ON ANGLO-VERNACULAR BOYS' SCHOOLS IN BOMBAY.

I doubt whether there is anything to be gained from an attempt to distinguish among schools in Bombay, the Northern division and Sind. There are minor differences, but the main characteristics are similar. In all three places there are fairly efficient schools, indifferent schools and very bad schools. I propose to begin by describing a school of bad, but not unfamiliar, type in the mofussil, one whose manager will feel aggrieved if it does not receive a grant, and if, from time to time, it is not recommended by the inspector for an extended scope of work. The school is approached by a narrow lane leading from a noisy congested road in the bazar. The entrance is by a door between two shops opening on to a very steep staircase which one climbs with the aid of a rope, emerging through a hole in the floor to a class-room.

Here are seated 30 or 40 boys on backless benches without writing desks. Each boy has on his knees an enormous pile of books, which he grips with his hands, and he huddles himself up against them for support, when not writing. A black-board, a small cupboard, the master's chair and table complete the equipment. The room may be large enough to afford each boy the requisite number of cubic feet of air, but it is close, on account of the surrounding buildings, even in cold weather, and noisy, through the traffic in the streets. No attempt has been made to relieve the deadening monotony of the white-washed walls by pictures, charts or specimens of work. The room is dingy, depressing and enervating.

The class is standard I, the lowest standard in an anglo-vernacular school, and it is well advanced in the work of the second term. An arithmetic lesson is in progress. The teacher, a mere boy who was himself at school last year, is dictating an example in English which the boys take down. He then translates the English into the vernacular and leaves his pupils to work. It is instructive to observe them while writing. In their hands they have pencils of all shapes and sizes, and they are busy dotting down figures in note books of many patterns, some with lines, some without lines, some with good paper, some with bad, some with margins, some without, all disgracefully untidy and all supported on piles of books or on the knees of each boy who sits with head bent, chest contracted and round shoulders. Pick up a book and look at it. At the top of the page is a line with a broad space above for the heading. The heading is written, but not on the line, and not infrequently is something after this fashion. "Arithmetic.—The example is, say what is the simple interest on £200 for 2 years at 3 per cent.? It appears thus: what the simple interest on 200 for 2 at 3 per cent.?" When the class is dismissed, ask the teacher how long it has been doing examples in interest. He answers, for 3 or 4 months. Ask him why nearly every boy is unable to spell the word 'interest'; he replies that he has told them how it is spelt. Ask why he does not insist on correctness, why the lines ruled for guidance are ignored, except by those who seem to think that English is written below the line, like Marathi; why the very formation of some English letters is not known by certain boys; he murmurs that he has no time to examine all the books and check mistakes. Ask him why he did not first teach every boy the correct spelling of interest and per cent.; he says he could not finish the course if he wasted time in that way at the beginning. Look at the black board and enquire whether he could not write the example there; he says he does sometimes, but forgot on this occasion. Call for the copy books to see how writing has been taught and why malformations of English letters are still prevalent. You will then find that boys who have been writing English in note books for months are doing pothooks and strokes in their copy books. The explanation of this is that a neat copy book is to be prepared for the annual inspection and boys are not allowed to begin to write strokes or portions of letters in their copy books until they have been writing complete

letters and words elsewhere for some time. Ask if the strokes and pothooks are not intended for initial training; the reply is that he has only been in the school for two months, that he has never taught before and that his attention has never been drawn to such things by the headmaster.

Pages could be filled with pointing out defects that one would imagine to be obvious to any chance visitor with no special knowledge of method in education. It will suffice for the present purpose if we look at the 3rd standard for a few minutes. It is located on the ground floor in an adjoining building. Two sides of the room are opened to two lanes, one of these sides facing a noisy coffee shop, the other a house of questionable character. The boys are seated on plain benches, the room is without amenities of any kind. English is being taught. The object of the teaching is to impart a certain amount of information that will pay at the examination time. There is no indication of any conscious effort to train the pupils' faculties. Each boy has a reader, a dirty exercise book and a pencil with which he scribbles scraps of information at intervals with wild inaccuracy. Boys read, spell, translate, and take notes. The teacher stands in front of each one he questions and ignores the rest of the class which pays as much attention as it thinks fit. The idea of class management does not appear to have been conceived. The notes taken are not only untidy, but full of errors, which, later on, will be copied into a 'fair' book at home and thus perpetuated. This proceeding causes the teacher no misgiving. Ask a simple question in English and dead silence is the answer. The knowledge of English extends only to some crabbed lore relating to individual words and sentences in a text-book. These boys, it should be remembered, have been learning English for three years, the same boys who, under the tuition of nature, before they reached the age of two, acquired a new language successfully without strain to brain or body.

You look at the little new scholar with bright, eager, sensitive eyes and straight, plump, little body, and turn to the boys who have spent six long, dreary years in this school. Can it be a matter for surprise that you see lolling forms, round shoulders, narrow chests, and vacant, lustreless eyes, that when you question these pupils you find nothing known thoroughly, that they are full of undigested scraps of information of doubtful accuracy, and that they have no knowledge, no initiative, no perception, no grasp? Their education has been demoralising. It has taught them deceit and hypocrisy, for they are constantly persuading themselves and others that they know what they do not know ; there is little reliance on self, save in the direction of cram and memorising, because the thinking faculty with which they were born has been stifled. The sense that demands orderliness and arrangement, and perceives the value of time has not been cultivated. Their interest, save for the highly spiced and probably deleterious, has vanished. Their moral and physical digestion is a wreck. It is more than probable that this school has on its time table periods marked out for moral and physical education, and it must, it is claimed, be judged thereby, and not by the appearance and character of its boys. The physical education is revealed, on enquiry, as a little drill, badly done and useless, and cricket played by perhaps 30 out of 200. Lack of a playground is the excuse for such neglect. There is no attempt to test the value of the physical education by observation of the development of the boy. The time table is followed, and that satisfies the teacher and the headmaster. The moral value of games is not understood. The one cricket team of which the school boasts cannot be trusted not to stone victorious opponents in a "shield" match. As for direct moral training, this item in the curriculum means another book to be parsed and analysed ; a few moral maxims and a little information of a so-called moral nature are to atone for the whole demoralising atmosphere. Certificates are proudly shown of boys who have passed examinations in morals or religion. Examinations! And yet, "it is notorious that the application of the examination principle to religion—the attempt to estimate spiritual health and growth in terms of outward action—generates hypocrisy, or the pretence of being more virtuous and more religious than one really is." Seek for genuine attempt to cultivate the moral sense and there will be no period to your seeking. It would be matter for surprise, were it otherwise. No mental and spiritual development is aimed at. The boy is not taught his secular subjects in order that his mind may grow. He is stuffed to pass

an examination. He drills because the department insists, not because he and his teacher believe in it. He receives moral or religious education, because the public has begun dimly to feel that all is not well, and the clamour is hushed, for the moment, by a farce. Cultivation of the moral sense through the manifold opportunities available has never been contemplated.

It may well be asked now whether there is any discipline in such a school. Look at the last inspection report—"discipline appears to be good." Look at the visitors' book—"discipline good," writes the Collector. Spend a day in the school and you will, in all likelihood, say the same. The boys sit quietly, they respond to ordinary class orders with apparent willingness, if slowly and awkwardly. The discipline of this type of school is a fruitful subject, well worth a little thought. That appearances are curiously and profoundly deceptive, I am convinced, the deception being due to the Indian boys' natural aptitude for sitting still. The grounds of my conviction are these:—

(*a*) Boys do not do what they do not want to do, in work, play or general conduct.

This may be attributed partly to weak control, partly to failure of the teacher in observation of omissions in regard to work and manners, and partly to the uninteresting lessons and the scarcity of teachers who can secure co-operation or even notice that it is missing.

(*b*) The boys themselves, and not their parents, frequently decide what school they shall attend.

This opens the door to more than one abuse. At the end of the year a boy proves himself to be incapable of following the work of his class. He demands promotion and probably gets it, by a threat to leave. He is pitch-forked into a class, the work of which is above him; any lucidity of thought he may hitherto have retained vanishes. The manager is between the devil and the deep sea. If he does not propitiate his boys, he loses them, and his character is impugned in anonymous or pseudonymous letters; if he promotes too many unfit boys, he incurs the wrath of the inspector. This systematic and often underhand propitiation of boys extends to many departments of school life and is attended by a train of evils. The boys become the real masters, not the teachers. As they thrust themselves up the school, their healthy instincts atrophy, they grow vain, they throw over traditional restraints and replace them by no obligations, no healthy pursuits or recreations, they learn to seek their ends through intrigue, and if all of them do not become unpleasant and unhealthy specimens of their race, with the shallow, critical attitude that comes of petulance, arrogance, and incapacity, and that with assistance of a partisan press, generates disloyalty, it is not the fault of the school.

So much for destructive criticism. There are excellent schools under private management, but the type described is far too common. What then, it may reasonably be asked, is being done, and what can be done in the direction of improvement? Among numerous reforms which have been effected in government high schools and followed or even anticipated occasionally in a few aided schools may be mentioned, in addition to a completely revised curriculum, the provision of hygienic furniture, greater attention to physical education, the extension of hostels, efforts to secure the co-operation of parents, the training of teachers, new text books in geography, history and morals, the provision of suitable libraries, the encouragement of a taste for literature, lectures on travels and general subjects, with the aid of a lantern, and the teaching of the responsibilities of citizenship. A very genuine difficulty, however, experienced by aided schools in towns is that of securing playing fields within a reasonable distance. The expense is usually beyond the means of even endowed schools, and the want in many cases can only be met by the aid of the municipal bodies who should endeavour to provide large common recreation grounds for school children and others. There are also a number of towns where the department might not find it impossible to force a migration from rented buildings in congested centres to healthier areas where playing fields might be secured. This step is all the more necessary when, as sometimes happens, hostels are attached to the schools. A further reform that is required is not so much a material

reform as a change in attitude. In spite of the advance in regard to physical education during the quinquennium, much remains to be done and thoroughly satisfactory progress will depend upon a more complete understanding of the value of physical education. There are many managers of schools who require to realise the lesson contained in the following lines:—

"It is as yet hardly recognised that the physical is the basis upon which all mental education must be founded. Not only is the child who is unfit physically likely also to be below the average in mental acquirements, but the actual development of the brain is largely influenced and promoted by means of the motor activities. Physical training has a double effect, a physical effect on the body and an educational or mental effect on the mind. The physical effect includes the influence on the general physique and nutrition of the body, on the prevention or correction of faulty action or attitude of the body, or of any part of it, and on the development of the neuro-muscular system. The educational effect includes the acquirement of habits of discipline, obedience, ready response and self control. Moreover, since the effectiveness of what is done often depends upon the combined efforts and co-operation of a number of individuals, physical training plays an important part in producing and fostering a healthy public spirit." A fuller realisation of these factors would revolutionise many of the aided and recognised schools, and be the means of providing the State with more useful members of society. A word too may be said about medical inspection. With a few honourable exceptions, in no school is there a scheme for a systematic medical inspection of pupils. In England it has been recognised as being of vital importance and must eventually receive attention in India. A moment's reflection will show what immense good can be done by the detection and prevention of vicious tendencies, by care of the eyes, and by precautions against fevers, and there are many other opportunities for useful action.

The notion that a teacher is born, not made, is not yet dead. Whatever may be argued in its favour in other countries cannot, I urge, be applied to India. Very few people whose opinions carry weight are likely to maintain that the Indian teacher does not need training and does not repay training. So many untrained Indian teachers are apt to fail in initiative and observation. They proceed on traditional lines without misgiving, and their eyes are not open to absurdities. They rarely ask themselves why they have adopted particular methods, and whether their methods are the best that are feasible. If training will only disturb their complacent acceptance of trite abuses, it will be worth while. The training college for secondary teachers, which has now been in existence for several years, has, beyond question, done much good, but, with its very limited number of pupils, its influence has not yet been felt as much as one could wish, beyond the government high schools. The college should count its students by hundreds and not by tens. Then methods capable of rapidly improving secondary education would replace the slow percolation of ideas. For example, a commonsense method of teaching English is a subject of instruction in the college and it may be expected to give in three or four years a command of English which was not usually acquired in twice the time by the deplorably bad methods that obtained in the past. It would be true economy for the State to hasten the spread of this method.

The question may present itself at this stage, "why were the teachers not put on right lines before by the headmasters and inspectors?" The answer is that the headmasters are not infrequently as ignorant as their assistants and a busy inspector with multifarious duties, of which actual inspection forms only a minor part, cannot spend the time required in one school. If it is retorted that the lines could at least be indicated, then the reply in all probability is that they were. The difficulty is that the teachers are always changing. A crying evil of the aided schools is the large proportion of the staff which is composed of new young men from the schools and the university. So few of these stay long because their prospects are poor and their position does not secure them public recognition or respect. A more widespread realisation of the value of professional qualifications on the part of the public—a realisation that must come—coupled with a fuller consciousness on the part of the teachers of the interest and dignity of their work, would raise them in public esteem. Teaching would, in a greater

degree, become recognised as a profession worthy of the attention of men of capacity and energy, and, though it can never confer wealth, it ought to mean a competency for the deserving together with security of tenure and some provision for old age. Provident funds and increased salaries, however, mean money, and the managers of schools ask where it is to come from. The department recently suggested the raising of fees and the suggestion was carried in the face of much opposition. If money still falls short and government does not see its way to adding to its very liberal contributions, there are two solutions, the further raising of fees or the insistence on some endowment. In England an assured income, apart from grant, is usually a condition of grant. It should not be forgotten that the market is overstocked with the product of high schools, that secondary education, if good, is expensive to provide, and if bad, may be very harmful. Private venture schools with no resources of their own have been known to prove an evil. With the present enhanced rate of fees a boy can still get a 7 years' course of instruction in a secondary school for Rs. 210. Generous men of wealth would find a very worthy object of philanthropy which would deserve the gratitude of government and people alike, if they provided schools with a satisfactory endowment.

A new code has been issued and a new curriculum, which are a distinct advance upon those which were in force before.

I should like to draw attention to one sentence in schedule D of the new code: "schools wishing to introduce experimental courses in any subject should obtain the assent of the department in advance." It may not seem and may not be intended to be important at present, but it is an augury of possible good. Its full significance needs some explanation. Hitherto the matriculation has dominated most of the schools, and, with few exceptions, any idea of training for the sake of development or of encouraging a boy to follow any marked bent or predilection has failed to bear fruit. Success in the matriculation examination has been one of the chief aims, and that meant certain subjects only done in a certain way, also one type of school only, schools being distinguished among themselves by the number of standards taught. One of the results has been that far too many of the boys turned out were in search of the same kind of employment. It is thus clear why it is sometimes possible to engage a matriculate on lower wages than an unskilled labourer can earn. The overwhelming power of the matriculation examination has now been crippled. The subjects necessary for the school final examination are few and the examination is of such a type that it can be passed by boys who have taken in addition a special line and who have been trained by teachers with some originality. Some attempt has been made to combat the evil that can never be wholly divorced from a prescribed syllabus and examination papers, for a syllabus and an examination must always be based on an estimate of the average capacity. There ought to be schools which rise superior to such a standard and which can venture upon differentiation.

Teachers can now try to plan a better course of instruction in confidence that it will be approved, if better. The method of examining for the school final examination is such that success is not assured only to those who allow examiners to dictate how each subject is to be taught. The teacher can work with an aim of his own, and if these new opportunities create a body of teachers who will think an aim necessary, who will reflect on the ideal of manhood they should try to produce, who will look upon the cultivation of the reasoning power as of greater importance than the temporary retention of crude information, who will consider the child's life as a whole, feeling that to them is entrusted the duty of helping him to grow morally, physically, and intellectually, who will provide for him after due reflection upon his tastes and environment and leave the examination to take care of itself, then true progress will be made. There are departmental rules, departmental instructions and helpful books in plenty. For the present the great need of Indian schools, apart from the financial question, is a new spirit, a new interpretation of the word 'education' and a new attitude towards it on the part of teachers and parents which will eventually lead to a new outlook upon life for the pupils.

APPENDIX XIV.

MONOGRAPH BY MR. M. CROSSE, M.A., INSPECTOR OF SCHOOLS, LAHORE DIVISION, ON THE "DIRECT METHOD" OF TEACHING ENGLISH.

The direct method of teaching languages, which has taken such a firm hold in Europe, has evidently come to stay in India. It seems to have been formally introduced into Bengal, Madras, Bombay and into the Lahore division of the Punjab, about the same time, *viz.*, 1908. Mr. Nelson Fraser of Bombay, Mr. Tipping of Bengal, Messrs. Yates and Srinivasa Aiyengar of Madras have all brought out books on the method, and I have also published a couple of teachers' hand-books on conversation in particular and on the method in general. The latest and perhaps the most notable book on the subject produced in India is the "Direct Teaching of English in Indian Schools" by Mr. Wren of Bombay. I made attempts as early as 1903 to introduce the method and distributed typed notes of some thirty to forty lessons, but for a variety of reasons I had but little success. In 1904, however, Miss Stratford used these lessons with great success when teaching an Indian boy, and so I felt more assured that I was on the right path. I realised, however, that so long as the old text-books and the old upper primary examination continued in force, there would never be any real success. With a change in text-books I made a fresh effort, and in 1908 printed the two hand-books containing notes of lessons for teachers, and in 1909 definitely enforced the method in my division. The other inspectors have gradually followed suit, and I believe that the method is now being insisted on more or less all through the province. The method has taken hold on teachers, pupils and parents, and I never hear anything but satisfaction expressed now, whereas at the start parents loudly complained that their boys were being given no reading to do, and later on no translation exercises to write, and teachers complained that they could not do without translation and that in the Entrance boys would fail.

The method, too, apart from the very marked improvement it has brought about in the linguistic attainments of the boys, has had the effect of making dull teachers lively, and lifeless and dull classes keen and bright. I have been astonished how readily untrained men—usually "Entrance passed"—have developed into good teachers, and how successful they have become after a little instruction from me and regular supervision from head-masters. Another point too, deserving of mention, is that boys trained on this method have no shyness in trying to express themselves. They have learnt by speaking and not by reading and translation, and so have come to think that to speak is the natural thing to do. Lastly, the practical result of the method is already this that boys who leave school after the fifth primary class, if they have been well taught, have a commercial knowledge of English, in that they can speak with some readiness, can understand what is said and can write simply.

Having given this preliminary survey and having pointed out the practical effects of the method, it may not be out of place for me to indicate the manner of its development. Believing that the method meant first the cultivation of speech, and secondly the power of written expression, with reading and grammar of secondary importance, I devoted myself in 1908-09 to teaching masters how to give conversation lessons on things in the class room and school. In 1909-10 I taught them how to use the readers and their pictures for more extended conversation. When I found that they had grasped the principles I taught them how to gradually train their pupils from the fourth primary upwards to supplement oral with written composition. Last year and this I have been instructing them how to teach

grammar practically. First, then, comes speaking, and at the beginning all work has to be centred on it. At first, say for two years, reading must necessarily drag behind owing to the difficulties caused by the irregularities of the English alphabet, by the complexity of the language found in books, and by the necessity of striving for fluent and intelligent reading with accurate pronunciation, to say nothing of the learning of spelling. So while speech can rapidly stride forward, reading must necessarily go much more slowly, and for this reason I am afraid lest we get on the wrong track. I see some danger of this if we mistakenly try to put reading and speaking on even terms, as seems to be attempted in some of the so-called direct reading primers based on the 'Look and Say' method. This method, which inflicts a great strain on the memory and often leads to confusion, is anything but the one and only way adopted in teaching English children, and if not the one and only way for them it is not reasonable to claim it as such for others. What to me seems far more rational is to let reading follow speaking on natural lines and not to unequally yoke them together, and in teaching the former to have a mixture of the 'Phonic' and 'Look and Say' methods, the former being used for regular and the latter for irregular words, for in this way we get methodical word-building and good spelling, and the child is taught to reason for himself.

In conclusion, I may say that thanks to the hard work of teachers and the co-operation of headmasters, a great change has come over the English of most schools. By the third middle class, boys are beginning to write reasonably accurate English, to understand the structure of a sentence by means of analysis and synthesis, and to grasp the functions of words, and all this without the mental strain of the dreary memorising of formal grammar. We have by no means reached perfection or anything approaching it, but there is such a steady advance that I look forward to the future with confidence. I believe that with this method there will be a steady growth in the command of the English language, that with this the main difficulties of our anglo-vernacular pupils will disappear, and that we shall get a much more intelligent and better educated boy by the time he leaves the fifth high class than is at present the case.

APPENDIX XV.

PRIMARY EDUCATION IN PROVINCES.

Madras.

The great work of the quinquennium in elementary schools, says the director, has been to bring the schools gradually nearer to the ideal put forth in the scheme of studies described earlier in this review. Sir A. Bourne goes on to remark that it is not easy to estimate the results of all the activity that has taken place. "The inspectors are inclined in their reports to dwell upon the apathy or opposition of parents, the poor attendance at teachers' association meetings, the imperfect grasp of educational principles attained by schoolmasters, their want of initiative and resource in teaching. It is a sign of progress that things which were accepted as a matter of course ten years ago are now the subject of complaint and I have seen enough in my own tours to convince me that the progress in liberalising elementary education made since the old days of results grants has been considerable."

As to numbers, there are 4,313 upper primary and 19,731 lower primary schools against a total of 21,379 in 1906-07. Of these, 4,565 are under public and 19,479 under private management. The number of pupils has risen from 692,409 to 940,689. Direct expenditure has risen by 12¼ lakhs to Rs. 37,74,284 of which Rs. 11,07,726 is paid by government and Rs. 12,12,960 by local and municipal funds. Fees, subscriptions, etc., amount to about Rs. 14½ lakhs.

The number of schools having buildings of their own has increased by 2,000 or from 36 to 40 per cent. of the total number of schools. "The schools maintained by missionary bodies and local authorities are for the most part in their own buildings or in more or less suitable rented houses. Many teacher-manager schools are poorly accommodated; but there are some in reasonably good school houses belonging to the manager. This is noticeably so in Malabar. The people of a village will sometimes provide material or labour for building a school house; but this is an only too infrequent exercise of communal activity. A special grant was made by government in 1911-12 of Rs. 1,25,000 for the erection of school buildings by local boards for well-established schools. Except that Rs. 2,000 was stated as the anticipated approximate cost of each school house, the boards were left to determine the size and design of the buildings they would erect. Of the total allotment Rs. 57,909 was spent within the year. There is scope for enormous improvement in this matter of accommodation to which it is impossible to attach too much importance. Many schools possess no playground or garden." "The maintenance of a garden demands a well and a goat-proof wall or hedge. Many villages are insufficiently provided with wells for ordinary purposes and it is not surprising if in such the digging of a well for a school garden is not to be thought of. Walls are expensive and hedges difficult, if not impossible, to maintain and without them there is much 'free-grazing' and little garden. We have no figures for gardens; but I fear that very little progress has been made in providing them although many of the teachers trained in the last few years are quite aware of their usefulness." "Furniture of the simplest kind," proceeds the report, "ought to suffice in a primary school, and one would suppose that for sitting purposes pupils should be content with a mat or board and for writing with a low desk adapted to a seat on the floor. It seems to have been thought, however, that a school must be as different from the home as possible and so it was at one time the fashion to provide schools with 18-inch high benches from which rows of small boys dangled their feet in an attitude wholly unnatural to them. The inspecting officers are doing their best to instil common sense notions and these high benches are being cut down into more suitable furniture. There are plenty of them left, but decided progress has been made. These observations apply to the better schools. The worse have never had any furniture beyond perhaps a stool for the teacher. In the better schools teaching appliances have improved. Books, maps and

relief maps are better and more numerous. Small school museums, clay for modelling, apparatus for practical arithmetic are becoming common. "Appliances are, however, of little use," says the director, "if the school is held in a dark cow-shed."

Bombay.

Notwithstanding the devastations of plague and (in certain areas) of famine and flood, primary education has made progress by the aid of government grants. These have been utilised for opening new schools, for raising the minima of the pay of the staff, and for raising the pay of trained teachers to something more like the rates stated in the code. The subsidies have risen from $13\frac{1}{4}$ lakhs of rupees in 1906-07 to $20\frac{1}{2}$ lakhs in 1911-12.

The majority of the schools are under the management of boards and municipalities; and these institutions now number 6,969 with 428,609 pupils against 5,586 with 326,434 pupils in 1906-07. There are also 2,464 schools maintained by native States, 2,035 aided and 130 unaided institutions, which with 11 managed by government brings the total up to 11,609, with 672,391 pupils—an average of nearly 58 pupils per school. The total cost is 50 lakhs of rupees, to which government contributes 21 lakhs, local and municipal funds nearly $12\frac{7}{10}$ lakhs, fees and private contribution each rather less than $4\frac{1}{3}$ lakhs, and native States over $7\frac{3}{5}$ lakhs.

Many of the board schools have no buildings of their own, though the number of those which have such buildings increased during the period. In the Central division of the presidency, out of 2,404 board schools, only 747 have been provided with houses; a few are held in rented buildings, and the majority in rent-free buildings, etc. The inspector of that division, Rao Bahadur Godbole, remarks that the problem of cheap school-houses has not yet been satisfactorily solved. Ordinary houses are unsuitable for the purpose; and another inspector says the villagers provide rent-free houses grudgingly (especially for girls' schools) and after a few years frequently demand rent; generally the *chadvi* (a building, open at the sides, for village meetings), *dharmashala* (a charitable institution for the reception of pilgrims and travellers) or a temple is used. Mr. Prior favours, for villages, houses of country-burnt brick, laid in mud, pointed with lime and plastered inside, with a "Belgaum pattern" roof, roughly squared rafters and shuttered windows. These houses should be erected only after the stability of the institution has been tested. Referring to the type-building for the Gonda district (United Provinces) described and illustrated in *Educational Buildings in India*, he believes it would be impossible to erect such a school for Rs. 500 in Bombay. Mr. Prior also says that equipment leaves much to be desired, and much of what is spent on it is wasted. It has become the fashion in all big schools to provide benches, generally far too high and without any back-rest, "because it is thought to add to the dignity of the scholars." "Of course," he goes on, "if thoroughly hygienic benches could be supplied in suitable sizes there could be no objection to boys in vernacular schools using them except that even then they *must* sit on the ground to write. I may say, however, that I am firmly convinced that for Indian children used from babyhood to sitting on the floor there is absolutely no objection to their continuing the habit even till they leave the highest standard in the vernacular school. The money so spent could be much more profitably used in buying and renewing wall charts, maps, pictures, specimens for school museums, books for libraries and so on."

Bengal.

Bengal is the home of privately managed primary schools. These institutions are scattered thickly over the land—one to every 3·4 square miles. Two or three schools sometimes co-exist in one village. The problem is the teacher. The difficulty of this may be judged from the facts that 9,707 teachers are returned as possessing no qualifications and that the average monthly expenditure on a school from all sources is Rs. 6-8-0 and the average annual cost of educating a pupil Rs. 2-8-0. Board and municipal schools number 41.

The number of primary schools has increased from 33,954 to 36,334. Of these 3,396 are upper and 32,938 are lower primary. Pupils have increased

from 953,455 to 1,124,509. If the number reading in primary classes of secondary schools be added in, the total for 1911-12 comes to 1,231,824. The number of aided schools is 27,474; of unaided 8,425. The expenditure has risen from 25½ lakhs to nearly 30 lakhs. The contribution from public funds is 30·4 per cent., from fees 55·0 per cent., and from subscriptions, etc., 14·6 per cent. It is noticeable that in the quinquennium the proportion borne by public funds has fallen by 4·7 per cent., that borne by fees, contributions, etc., has risen by 4·8 per cent. of the total. The total cost including indirect expenditure (such as buildings, scholarships and inspection) was nearly Rs. 59,40,000.

There are 358 middle vernacular schools with 24,152 pupils against 409 schools with 24,350 pupils. While this class of institutions declined by fifty-one, 135 new middle English schools were established during the quinquennium. This seems to indicate that middle vernacular schools are not popular. The total cost of middle vernacular schools has fallen from Rs. 2·12 lakhs to Rs. 1·89 lakhs. About ¾ lakh is defrayed from public funds and the rest is met from fees, subscriptions, etc.

"The majority of primary schools," writes the inspector of Chhota Nagpur, "have no houses worthy of the name, and the teacher holds his classes in the village temple, in the verandah of some one who has in his house enough room to spare, or even in a cow-shed. Upper primary schools are somewhat better off in this respect, but it cannot be said even of them that they are comfortably or even conveniently housed." Things are not better in the towns. "Most of the primary schools," says the report from the Presidency division, "have no houses of their own; of those that have most are ill-housed. Urban schools, especially those in Calcutta, fare the worst in this respect, for rents and taxes weigh heavily on the slender resources of the teacher, who has perforce to be content with a small room ill-lighted and ill-ventilated, where the pupils are cramped for space and teaching. Discipline and the health of the pupils all suffer in consequence. Even where the model schools have been built, the difficulty of finding funds for their repairs detracts from their usefulness." The results of the expenditure of 5 lakhs in the closing year of the preceding quinquennium have not been satisfactory. The buildings erected are considered to have been unduly expensive—from Rs. 600 to Rs. 1,200—and the experiment is not regarded as sufficiently successful to warrant its extension on a large scale. The main difficulty is that of repairs. The only exception to this dismal state of things is found in certain districts of Orissa where building expenditure was concentrated on definite areas, and good houses have been provided with large playgrounds and gardens. The report does not give full information about the utilisation of the 1911 grant, save that equipment has been improved. As regards furniture, upper primary schools are fairly well provided. "As lower primary schools shift from place to place, they are said not to be able to afford furniture. There is no reason why both teachers and taught should not sit on the floor, and books and equipment are far more necessary than furniture."

United Provinces.

"Primary education," says the director, "has had to face a sea of troubles which has wrecked the weaker vessels. Successive waves of famine, plague, malaria and cholera swept remorselessly over them and they went down in batches. It must be admitted that some of them were too unseaworthy to weather any storm and were foredoomed to founder from the first. When better times returned there was nothing to do but to clear away the wreckage. The boards have learnt the lesson and they build for permanence now in response to genuine requirements. Despite these heavy losses the decrease in scholars caused thereby has been far more than made up, and the quinquennium concludes with about 60,000 primary scholars to the good. Apart from mere numbers there are other undeniable signs of progress. There are more upper primary schools, and the upper primary stages are somewhat better filled; attendance at school has been more regular even in the worst times of enrolment; and a sad experience has taught more careful administration. The standard of efficiency among the teachers has improved, and

the facilities for training them have been considerably increased. Their salaries have, thanks to a grant of Rs. 25,000 from government, at last reached the minimum prescribed; but, as in middle schools, many have small prospect of rising much above it. There has been a modest advance in building by the very gradual substitution of state for hired buildings, and this, like the increases in salaries, has been stimulated by government grants."

During the quinquennium, the number of schools has fallen from 9,539 to 9,251, while that of pupils, notwithstanding the set-back in 1909-11, and the decline in population, has risen from 418,347 to 480,338. The management of the schools is mainly in the hands of boards and municipalities, who maintain 5,392 institutions, including 2,589 upper primary schools for boys. Aided lower primary schools number 3,279; but there are only 373 such of the upper grade. The average number of boys in a school is now 52. Expenditure (which, like the figures of pupils, has oscillated during the quinquennium) has risen from less than 13¼ to over 16¼ lakhs of rupees. The bulk of this comes from district funds. Fees aggregate only 1⅓ lakhs; and, though some boards have raised their fees in order to pay for extra teachers, the average annual amount paid by each pupil is only Re. 0-3.

Middle vernacular schools have risen in number from 340 to 375. An apparent fall in the number of pupils from 49,076 to 45,378 is due to the removal of the lower primary and preparatory classes. The numbers in the middle stage have advanced by over 6,000—and this though boards have been obliged to raise the fee-rates; the present average contribution is Rs. 2-5-0 per pupil. Total expenditure has increased by nearly a lakh to Rs. 4,40,441.

"Buildings," says Mr. de la Fosse, "are divided, as is well known, into three kinds: state buildings, hired buildings, and borrowed buildings or *chaupals*. By universal consent the second and third classes of buildings are as a rule unsatisfactory. Progress consists in gradually increasing the number of state buildings at the expense of the other two kinds. During the quinquennium a good deal of work has been accomplished, and the material surroundings of schools are much more satisfactory than they were. Considering the demands made upon them for improving accommodation in vernacular secondary schools as well, and their limited resources, the boards have done creditably. They have been assisted by government on two occasions; first, by the distribution of Rs. 82,705 saved from the six-lakh grant for buildings and furniture, and, secondly, by a further grant of Rs. 50,000. This grant was particularly welcome in districts where schools had been damaged and even washed away by flood. The following accounts illustrate what has been accomplished during the five years, and are no doubt fairly typical of other divisions for which figures are not available. They also show how much leeway yet remains to be made up. The inspector of Lucknow writes: 'During the last four years, 59 board school and 91 aided school buildings have been erected, in addition to extensions and alterations made in many others. Of the 717 board schools in the division, 525 are now held in district board buildings, 8 in rented buildings, and 184 in borrowed houses. There is still, however, a great deal to be done in each district in the matter of extending and improving the accommodation. Of the 450 aided schools, 51 are held in buildings of their own. Constructed with the help of district boards' grants, three are held in rented houses, and the remaining 396 in houses or rooms lent for the purpose. The accommodation thus provided is in many cases very inferior and unsuitable.' The inspector of Benares has given a table which shows that 178 new buildings have been erected and 7 extensions made in his division at a total cost of Rs. 1,34,658, of which Rs. 90,934 was met by boards and Rs. 43,724 by special grants. He adds that 98 extensions and 90 new buildings are still urgently required. In Rohilkhand 395 schools out of 599 are located in state buildings, 67 in hired buildings, and 137 in borrowed houses. It is remarked of all of them that they are, as a rule, small and unsuitable. Recently the boards have been required to draw up programmes of expansion, and this among other reasons has directed attention to the need of a standard plan. In the past great variety of opinion has been held about what a primary school building should be. Amongst the reports this year, one view favours a roof of grass thatching covered with corrugated

iron; whilst another points out that corrugated roofs are inconvenient in the hot months, leak badly at the joints in the rains, and are very cold in the winter months. Again, some favour *kutcha* buildings because they are cheap, while others prefer *pucka* buildings because they cost less in repairs. *Apropos* of this the inspector of Rohilkhand quotes the experience of Budaun, where out of four buildings put up in the last five years two have already fallen down, and a third has had to be dismantled owing to its precarious condition. 'Profiting by this experience,' he says, 'the board has decided to build *pucka* buildings in future.' The situation imperatively demanded standardization, and boards were constantly calling out for guidance. Type designs for upper primary and lower primary schools have been drawn up by the department in consultation with the Public Works Department. The materials are to be *kutcha-pucka*, and the expense is to be kept down to a minimum. Some boards still hanker after more expensive buildings; but it is clearly necessary to keep the cost low, if education is to be diffused, otherwise the non-recurring expenditure will be prohibitive." The provision of buildings for vernacular middle schools has "hastened slowly." Though much has been done, the inspector of the Agra division remarks that "not one-half of the town schools in the district can be said to be housed in satisfactory buildings." The provision of hostels for these middle schools has progressed at very varying rates. In Kumaun, Rohilkhand and some of the districts of Meerut, good or fair work has been done. From certain other districts come deplorable accounts—existing hostels dark, damp and insanitary, and pupils sleeping in the school house for want of suitable accommodation. Boards are understood to have adopted a thirteen years' programme of school buildings.

The Punjab.

Primary education in the Punjab is characterised by the large number of upper primary schools (3,188) as compared with those of the lower grade (only 229); by the prevalence of the board school (2,518 institutions being managed by local bodies, against 744 aided and 146 unaided public schools under private management); and by the relatively large proportion of private schools teaching the vernacular, the Koran or the Shastras. Liberal exemptions are made from fee-payment; nevertheless, in board schools, the annual average rate is a fraction below nine annas.

The cost of a board school averages just over Rs. 286. The percentage of pupils in primary schools to the male population is only 1·63. The increase in the number of schools has been small compared with the previous quinquennium; but that of pupils has been proportionately much greater, amounting to nearly 38,000. There are now 3,417 schools and 179,588 pupils. This augurs well; but it cannot be said that elementary education is yet popular in the province. Direct expenditure has risen by over $2\frac{1}{3}$ lakhs to $8\frac{3}{4}$ lakhs of rupees, to which district funds contribute $6\frac{1}{2}$ lakhs. Fees bring in over a lakh and the municipal contribution and subscriptions amount to about half a lakh each.

Middle vernacular schools have during the quinquennium risen from 110 to 118 and pupils from 18,081 to 22,232. All but one are board schools. The expenditure amounts to Rs. 1,81,759 against Rs. 1,33,309 in 1907. Fees produce an income of about half a lakh and the boards defray over a lakh and a quarter. These institutions have no attraction for the comparatively well-to-do, but are regarded as a boon to the poorer classes since they place higher elementary education within their reach at a nominal cost.

Building operations have been hampered here, as in the case of secondary schools, by want of funds. Nevertheless appreciable advance is recorded. The most striking figures are those of the Multan division, where 93 school-houses were built at an average cost of over Rs. 2,200 each, while 58 were provided by the local people at an average cost of Rs. 300 each. The report does not specify the respective merits or durability of these two classes; but the director urges that endeavour should be made to enlist as far as possible the co-operation of the people in the erection of simple buildings. We are also told that in the Delhi division and elsewhere some of the school-houses were

so badly built that they fell down soon after their completion, and that the entrustment to school committees of repairs, if not of erection, has been tried with success in Umballa and would probably be an improvement on the present system. As to the schools under private management, the inspector of Lahore remarks that with few exceptions the accommodation is either inadequate, uncomfortable or insanitary, and sometimes is all three.

Burma.

Owing to the peculiar characteristics of the country, the type of primary education in Burma differs in three main respects from that found in other provinces. First, Burma has a system of indigenous schools without parallel in India proper. Second, there is not a single unaided public school, every institution that adopts a simple recognised curriculum receiving aid. Third, owing to the absence of prejudice, the schools are largely mixed schools, and the distinction between those for boys and those for girls is considerably weakened, girls forming over one-fourth of the enrolment in institutions for boys, while in revenge boys have invaded girls' schools to over a third of the number of their pupils. In comparison with these features, it is a minor characteristic that there are no board schools (six district cess schools are so classified)—not because, as in Bengal, the aided system has been chosen, but because there are no district boards. In one small respect, too, classification is exceptional. Where primary departments of secondary schools are conducted in separate buildings, they are termed anglo-vernacular primary schools and are classed among primary schools. The champion of vernacular education will be relieved to learn that there are only eighteen of these, with something over a thousand pupils.

The problem in Burma is the adaptation of the *pongyi kyaung* to modern requirements. The total of vernacular boys' schools is 4,745, with 160,138 pupils. Practically all these are aided public schools under private management, a mere handful being government or district cess schools. They fall into two classes according to management. A little less than half the schools, with somewhat more than half the pupils, are under lay management. The remainder are monastic public schools, *i.e.*, *pongyi kyaungs* aided by the department in return for teaching a simplified curriculum, mainly the "3 R's" and a little Pali. The cost of these is something less than 6¼ lakhs, of which nearly 4 lakhs are met from public funds and about Rs. 1,62,000 from fees. Upper primary outnumber lower primary schools by 650, and their pupils by over 50,000. Schools are further classed A or B according as they offer a full course, or merely the "3 R's." But there are very few of the latter, as *pongyis* do not care to be regarded as managers of inferior schools. (The foregoing figures of schools, pupils and expenditure refer to those institutions which are classed as boys' schools.) But, apart from these, there is a great mass of unregistered *kyaungs*, amounting to over 16,000 institutions with 167,000 pupils. "It is the fashion" (to reproduce a passage quoted in the last review) "to laud the old monastic system of instruction, and to imply that the education department is rapidly subverting it and providing an inferior substitute. If the officers and persons who admire the ancient methods of the *pongyis* were to be left dependent upon them for the supply of subordinates, they would rapidly arrive at a better appreciation of their practical value. What is worth retaining in the monastic system is the respect for authority, the moral influence of grave and reverend monks who have forsworn the pomps and vanities of the world, and the intellectual culture consciously or unconsciously produced by the study of a dignified classical language, which is moreover the vehicle of the people's religious aspirations. But for practical life a more concrete, regular and definite education is essential." Moreover, neither now nor formerly, is every *pongyi* a teacher or fit to teach, nor every *kyaung* a school. Certain monks and certain monasteries could produce effective work above the elementary standard. "But," proceeds Mr. Coverton, "to ensure any general diffusion of higher knowledge the co-operation of lay agency was essential. A consideration of these facts is peculiarly pertinent at a time when the report of the recent census demonstrates the necessity of revising popular ideas of 'literacy' in Burma, and when the Government of India is preparing to expend large sums on the extension of vernacular educa-

tion." Among the difficulties presented by the conservatism of an ancient priesthood may be mentioned the objection to teaching certain simple and useful forms of knowledge (ignoring arithmetic, the *pongyi* interprets the "3 R's" as reading, writing and religion), and the fact that girls are not ordinarily admitted to the *kyaung*. Nevertheless, the discipline of the monastic institution, and the comparatively high proportion of pupils to those of a school-age which the prevalence of the *kyaung* has produced, are valuable assets. The problem of utilising this type of school without impairing its characteristics is difficult, but is also one the tactful handling of which will repay a thousandfold. The Local Government have recently framed careful proposals towards its solution.

Middle vernacular schools have increased from 411 with 27,183 pupils to 747 with 53,715 pupils. The fact that 715 of these institutions are under private management shows their popularity. The cost has risen from Rs. 1,35,584 to Rs. 3,30,703. The government contribution amounts to about a lakh and that of boards to about $1\frac{3}{4}$ lakhs.

The great majority of schools are held in private houses. In the larger towns the accommodation thus provided is often unsuitable. It is hoped to improve matters by building-grants and advances and by grants in aid of rent. It seems that attempts to erect special buildings on type-plans have failed by reason of the cost of repairs in a country where the available materials are light and liable to decay. A few large buildings, costing from Rs. 5,000 to Rs. 10,000, have been erected for government schools. But the cost of these, both initial and recurring, has been found excessive. For smaller schools the "500 rupees" type of building was devised. This was described in the last review as raised on piles from eight to ten feet high, constructed of wood, bamboo and mat, and containing a large room for the pupils and another for the headmaster. "Villages often would not meet the cost of repair or renewal, managers could not, and, the buildings being borne on the books of neither district fund officers nor the Public Works Department, these authorities were not responsible. Hence many of these school-houses have fallen into decay or have been pulled down, the schools being transferred to private houses either in the same locality or elsewhere. Others have been maintained by grants from the department or from subscriptions raised by local officers." In the Northern Shan States, buildings have become the property of the state concerned, which bears the cost of repair and renewal. Considerable advance has been made in the provision of maps, picture-charts, etc.

Eastern Bengal and Assam.

In Assam, lower primary schools are board schools, upper primary schools are generally aided. At the time when the new province was formed, all schools in the Eastern Bengal districts were, as in Bengal, of the privately managed type. In some districts they were thickly scattered—too thickly for efficiency, since two schools in close proximity would suffer from depleted classes; in others there was a lack of schools. It was decided to initiate a more even distribution and a better type of school. Hence the board school system was tentatively introduced into Eastern Bengal. Throughout the province, the number of board schools increased during the quinquennium from 2,501 to 4,002. Another reform was the framing of a new curriculum.

In addition to the 4,002 schools managed by boards, there are 94 maintained by government, 27 by native States, 11,463 aided, and 2,137 unaided institutions, making a total of 17,723 with 704,353 pupils. The total expenditure is just over 19 lakhs, of which $8\frac{1}{2}$ lakhs are met from public funds and over $8\frac{1}{3}$ from fees. Thus the average expenditure per school is just over Rs. 107.

Middle vernacular schools number 327 with 20,989 pupils. Of these, 249 are aided and 41 are managed by boards. The optional teaching of English is, as in Bengal, permitted in these schools. A thorough investigation of them was made during the quinquennium with a view to introducing some organisation and finding out which schools are capable of English teaching. As a result, those which are tolerably staffed have been classed as middle

English schools. The number of those reading English in vernacular schools has fallen off. The total cost is Rs. 1,64,844.

The report states that one of the greatest obstacles to the spread of primary education is the want of suitable buildings. Some of the grant of 1905-06 was utilised for repairing this defect. "It was only, however, during the last five years, that a systematic attempt was made to provide primary schools with improved accommodation on a large scale. Large sums of money were placed during the period at the disposal of the district boards and utilised in constructing a number of school buildings in every division of Eastern Bengal. In Dacca, for example, the boards spent Rs. 3,98,400 and erected 557 school-houses, in Chittagong they built 277 at a cost of Rs. 2,12,654, while in Rajshahi they incurred an expenditure of Rs. 2,90,826 and provided 541. The improvement has, therefore, been great, and it is satisfactory to note that this improvement is not confined to number alone, for in the matter of accommodation there is a marked contrast between the board and the aided schools. The board schools are built on standard plans which vary from district to district according to the requirements of the locality. In the Dacca division they consist of two rooms, measuring 25′ × 15′ and 15′ × 15′ or a little more, with a 5′ verandah in front. They have corrugated iron roofs resting on wooden posts or iron joists, walls of split bamboo, wooden doors and *kutcha* plinths. The cost varies from Rs. 531 to Rs. 1,000, of which about one-sixth is contributed by the local people. In the Rajshahi division the board schools are similarly constructed, but the cost varies from Rs. 450 to Rs. 600. In the Chittagong division the usual size is 30′ × 20′ and the average cost Rs. 600.

In every division there is always a small compound attached to each school, in which a small garden is usually laid out, a portion being reserved for the purposes of drill.

In aided primary schools, however, there has been little improvement, although stimulated by the example set by the board schools a few of them have been provided with buildings respectable indeed, but as a general rule wholly unsuitable. The rest continue to be held in the verandahs or outhouses of some well-to-do villager, the mosques, and even under the shade of trees. The enormous number of these schools renders the task of improvement a formidable one.

In Assam, with the help of grants from the imperial funds, local boards built year by year a number of school buildings of the style adopted for the houses of men of substance in the locality. The standard plan to be followed has been laid down in the Assam manual. The area of a school designed to accommodate 30 boys is 18′ × 12′, for 50 boys 25′ × 15′, and for 75—100 boys 32′ × 15′. In some districts the walls are of split bamboo unplastered, and in others they are of plastered *ekra*. And in all, the schools are provided with a good earthen plinth well above the flood level, either with a verandah which runs all round the school-house or with eaves which project well over the walls so as to protect them from rain, with windows large enough to admit sufficient light, and, where there is no front verandah, with a porch to protect the doorway. In the Assam Valley 128 such buildings were erected during the quinquennium, involving an expenditure of Rs. 67,409, and in the Surma Valley 155, which cost Rs. 52,136."

Equipment is poor. But "for the new board schools a scale of equipment has been laid down by the department, which provides for a bench for every five or six pupils, a chair, a table and a black-board for every teacher, an almirah, a portrait of the King-Emperor, a clock, a gong, charts for object lessons, and maps of the thana, of the district and of the province. Considerable progress has been made in working up to this scale, and in the course of a year or two every school will have its full quota." In Assam equipment is according to a prescribed scale and is superior to that ordinarily found in Eastern Bengal.

Central Provinces.

The Central Provinces are noted for their excellent primary schools. Though a fair number of new schools has been opened, the quinquennium has

been a period of consolidation and improvement rather than of great expansion.

There are 3,195 schools with 239,711 pupils. No less than 2,492 of the schools are upper primary; and 2,441 are managed by district or municipal boards. Expenditure is Rs. 10,30,075 a year, of which Rs. 8,70,544 is met from board funds.

Middle vernacular schools number 252, with 37,179 pupils, and cost Rs. 2,20,418, of which Rs. 1,90,581 is met from board funds.

Large expenditure has been made upon buildings. District boards have expended Rs. 9,82,000 on this object since 1907, and municipalities nearly two lakhs. A standard plan is used. Construction, however, is yearly becoming more expensive.

North-West Frontier Province.

Exclusive of the agencies, which, as the Chief Commissioner says, need hardly be considered for the present, this province has 260 boys' primary schools, against 217 in 1906-07. The bulk of these are managed by the district boards, only 41 being aided and four unaided schools. Pupils have increased from 9,928 to 14,129; expenditure from Rs. 45,282 to Rs. 64,804. Elementary education is free, not only in primary schools, but also in the elementary classes of secondary schools. Of the teachers, 50·8 per cent. are trained. An elementary teachers' service has recently been established, containing four grades with pay at Rs. 14, 16, 18 and 20. A limited number of personal allowances of Rs. 5 are allotted for teachers of long and approved service. The primary course has been reduced from five to four years. A survey has been made as the result of which it is proposed to open 450 new schools. The number of petitions which are received urging the opening of new schools shows that a desire for education has awakened on the borderland.

Middle vernacular schools number 14 against 10 in 1907. These are all managed by boards. Pupils have increased from 1,345 to 2,425. The corresponding increase in expenditure is from Rs. 10,449 to Rs. 18,498 of which Rs. 1,692 is met by fees. It is noteworthy that 12 of the 14 schools are under district boards and that they have all been provided with buildings.

RULES FOR GRANT-IN-AID TO PRIMARY SCHOOLS FOR INDIANS.

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	REMARKS.
MADRAS	In municipal and local board areas, grants are made from local funds if available and are sanctioned by the local body concerned on recommendation by the department: otherwise and elsewhere they are made from provincial revenues and are sanctioned by the director. Lists of schools recommended for aid and not recommended are annually made by conferences of inspecting officers and extracts relating to grants from local funds sent to the presidents of the boards and by them to the director, who publishes a consolidated list of aided schools for each district.	Not exceeding one-third of the total cost. The grant is paid on receipt of completion certificate from the executive engineer and the owner of the property must execute a mortgage deed providing repayment in case the building is diverted from its purposes within 20 years. Limit of power of sanction:—up to Rs. 1,000 by the director and above Rs. 1,000 by the government.	Not exceeding one-half of the total cost. Limit of power of sanction:—up to Rs. 500 by the director and above Rs. 500 by the government.	Rs. 36 per year for each teacher and annas eight per year for each pupil in average daily attendance. This grant is liable to increase or reduction by 25 per cent. for the improvement or deterioration respectively at the instance of the sub-assistant inspectors. The grant may be further increased or reduced in special cases by the director.	Madras grant-in-aid code-rules4, 5, 15, 16, 51, 53, 54, 55 and 57.
BOMBAY	Grants not exceeding one-half of the total assets or one-third of the total expenditure during the previous official year are given ordinarily from year to year, but they are liable to reduction for a particular year in which a school falls short of the standard required in the undermentioned points which are taken into consideration in assessing grants— (1) Building and equipment. (2) Attendance, both number and regularity. (3) Adequacy and qualifications of teaching staff. (4) Range and quality of education given.	Not to exceed one-half of the total expenditure, but government may give land in addition. The Public Works department must approve the plan and the title of the school managers to the site must be declared to be good and in order by the law officers of government and the grant will not be given till a trust deed is executed or its execution is agreed on, save in case of buildings claiming a building grant not exceeding Rs. 1,000 when an agree-	Limited to one-third of the total expenditure (rule 18). Limit of power of sanction:—up to Rs. 1,000 by the director and above Rs. 1,000 by government.	Not to exceed one-half of the local assets or one-third of the total expenditure during the previous official year. This rule does not apply to indigenous schools which may receive an annual grant not exceeding Rs. 138, calculated roughly at Rs. 2 per head on the average daily attendance for boys until their stability is established. The grant for similar schools for girls is double. Night schools also have special terms. An attendance grant of Re. 1 per mensem and a special grant not exceeding Rs. 15 per school per year for slates and books for the use of deserving pupils in indigenous schools are also paid.	Bombay grant-in-aid code-rules 2, 5, 7, 18, 28, 29, 30, 31, 51, 52, 58, 59 and 60.

T 2

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	REMARKS.
BOMBAY—*contd.*	(5) Discipline and conduct of students. (6) Provision of recreation and physical exercise. (7) Adequacy of the resources of the school, excluding fees. (8) Proportion of free students and paying scholars. (9) Want of a school in the locality. (10) Proper maintenance of records and returns, etc.	ment to repay on failure of conditions is accepted. If, however, the building is erected on a site already covered by a trust deed, a receipt may be sufficient. Power of sanction rests with the director of public instruction (rule 51 of the grant-in-aid code for 1911). Special cases only are to be referred to Government (rule 52 of the code).		The rules are also generous in giving special grants to schools at the start and in continuing grants to schools which have deteriorated not by the fault of the managers. Grants to district local boards and municipalities for their primary schools fall outside the grant-in-aid code. The grants are fixed and may be revised at the discretion of government. In the case of municipal primary schools the grants paid are equal to one-half of the total expenditure, but in the case of local board schools this limit of aid is not observed and the grants to many local boards exceed one-half of the total expenditure.	
BENGAL	District boards receive provincial allotments to which they add receipts from pounds and ferries and scholars' fees. From these they give primary schools a subsistence allowance which is paid quarterly and a deferred allowance which is paid yearly. The amount of the allowances is determined by the marks gained by schools at the inspections of inspecting officers, and depend on the number of pupils regularly attending the school, the nature of the instruction given and the general character of the school as ascertained by inspecting officers. District boards determine the amount of the allowances for each school in consultation with the district deputy inspector.	If it is found that the full allotment for a year will not be spent in any year, an amount equal to the expected savings may be spent by the district board or district officer in making grants towards the erection or repair of buildings. Grants may also be made by a district board out of that portion of its revenues which does not consist of the primary grant.	Grants similar to those for erection or repair of buildings may be made for purchase of furniture and teaching appliances.	The subsistence allowance usually ranges from Rs. 1-8-0 to Rs. 9 a quarter and the deferred allowance ranges from Rs. 12 to Rs. 36, paid in a single payment at the beginning of the financial year. The subsistence and deferred allowances are shared by the head and second *gurus* in upper primary schools in the ratio of 3 to 2. In girls' schools and schools in backward tracts these allowances are paid in the same way as for boys, but the rate of grant may be higher by a certain percentage determined by the district boards with due reference to the funds available.	

In addition to the primary schools that are aided through district boards there are—

(a) primary schools which are aided from a reserve representing 3·2 per cent. of the income of municipalities;

(b) primary schools in non-board areas, which receive from the departmental primary allotment a grant equal to the income of the schools from private sources;

(c) a few primary schools which are entirely maintained by government either for girls or for pupils of backward races.

The following are the general conditions of the grants—

(1) English is not to be taught in any primary school.

(2) Every primary school shall have an attendance register, an admission register, an account book, and a visitors' book, each of which shall be in the form prescribed by government.

(3) All the accounts and business connected with primary education should be kept and done in the forms ordered for use by government.

(4) The teacher of each school must submit to the sub-inspector or assistant sub-inspector a quarterly statement showing the number of pupils on the rolls and their daily attendance.

In mixed schools a capitation grant of one anna a month for every *bonâ fide* girl-pupil in daily attendance is allowed in addition to the usual subsistence allowances.

The rate of subsistence and deferred allowances to *mianjis* of recognised *maktabs* is 50 per cent. higher than those for corresponding lower primary schools.

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	REMARKS.
BENGAL—*contd.*	(5) The teacher should observe the departmental rules and submit his school to inspection by duly authorized persons. Members of the district or local boards should inspect the school as far as possible. (6) Holidays must not exceed 45 days a year. Teachers may be granted casual leave for ten days and all other leave sanctioned for them should be leave without allowance. (7) No school should ordinarily be started in the immediate vicinity of an already existing school. (8) The course of studies of the schools should be divided into three parts to be taught in the first three quarters of the year, the fourth quarter being left for revision. (9) The routine of work for each school must be inspected and approved by the sub-inspector or assistant sub-inspector at the time of their visit and must be hung up in the school walls. (10) Teachers should maintain discipline in their schools and impress upon the minds of pupils the duties of truthfulness, respectfulness, punctuality and obedience.				

(11) Where a primary school is established the villagers are expected to provide it with a house and to keep the same in repairs.

SPECIAL RULES.

(a) *Upper Primary Schools.*

(1) There must be an average daily attendance of at least 20 pupils.

(2) There should be at least two teachers; one (the head pandit) must hold an M. V. pass certificate or a certificate of having qualified in standard VI under the vernacular scheme or he must be a trained *guru* competent to teach up to the upper primary standard. The second pandit should be a certificate holder of either the upper primary or vernacular standard IV or he should be a trained teacher capable of teaching up to the lower primary standard. When teachers of the above type are not available exceptions may be made to this rule.

(3) The syllabus prescribed for upper and lower primary standards must be taught and the school must be provided with such maps, teaching appliances, and furniture as may be prescribed as the minimum equipment.

(4) The school must be in existence as an upper primary school for six months previous to 1st

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	REMARKS.
BENGAL—*concld.*	April or 1st October and the percentage of attendance for those months must not be less than 60 per cent., due allowance being made for the main sowing and harvesting seasons. (*b*)—*Lower Primary Schools.* (1) The school must have a daily average attendance of not less than 10 pupils. (2) The teacher must either be a holder of an upper primary pass certificate or a certificate of having qualified in standard IV under the vernacular scheme or he must be a trained teacher qualified to teach in a lower primary school. Exception to this rule may be made when teachers of the above kind are not available. (3) The syllabus prescribed for the lower primary standard must be taught and the school must be provided with such maps, teaching appliances and furniture as may be prescribed as the minimum equipment. (4) The school must be in existence as a lower primary school for six months previous to 1st April or 1st October and have a percentage of not less than 50 per cent.				

UNITED PROVINCES.

Primary English schools are aided by government. It makes grants to institutions which permanently supply a local want and conform to the conditions for recognition laid down by it. The amount of the annual grant shall not ordinarily exceed half the annual tuitional expenditure. Building grants are not admissible to primary English schools. In the case of girls' schools for better classes especially those in which English is taught, government may make building as well as maintenance grants, provided that the amount of the grant does not ordinarily exceed half the total expenditure. Primary vernacular schools are generally aided by boards. Grants are given to such schools as supply an ascertained local want and further in the case of primary schools to such schools as may be experimentally opened provided (1) that admission and attendance registers are maintained; (2) that scholars are arranged in classes according to the stage of instruction; and (3) that the school is under a manager approved by the board. Building grants are also admissible to primary vernacular schools. Boards also make grants to indigenous schools subject to compliance with the following conditions :—

(1) that the school serves some purpose of useful secular instruction;
(2) that the teacher is capable of teaching the 3 R's;
(3) that an attendance register is kept and simple returns made;
(4) that the school submits to inspection.

Government makes building grants to girls' schools for better classes only. The grant in each case is not ordinarily to exceed the total amount of contributions made for the purpose from private sources. In determining the amount of the grant the value of the buildings already constructed without a grant may be taken into consideration. (Paragraphs 379 and 380 and Government Resolution No. 569-XV—154, dated 14th July 1908). Full payment is not made until the executive engineer certifies completion of building, but advances are made on his report of satisfactory progress (paragraph 384). The government retains by agreement the right of recovering such portion of the then market value of the building as the grant bears to the present market value of the building on its completion, if the building is appropriated to any other than educational purposes within 20 years from the date of payment of the grant (paragraph 386).

Government grant is not ordinarily to exceed contributions made for the purpose from private sources. It is not paid until managers undertake refund if the institution ceases to exist within five years from the date of payment. If the grant exceeds Rs. 500, sanction of government is required (paragraph 388).

The government annual grant is made up of the fixed, the attendance and the special grants, which are allowed as follows :—

(1) A fixed grant of Rs. 150 in the case of boys' schools and of Rs. 420 in the case of girls' schools, provided that both classes of the upper primary section are maintained and that the* average attendance in the section is, in the case of boys' schools, not less than 14, and in the case of girls' schools ordinarily not less than 10 (paragraphs 401, 402 and 405).

(2) An attendance grant of Rs. 2 for each scholar in* average attendance in the upper primary section, of Rs. 1-8-0 for each scholar in average* attendance in the lower primary section or in the preparatory section (paragraph 403).

(3) A special additional grant not exceeding one-fifth of the salary for every trained teacher employed in the *upper primary section* (paragraph 404).

If any school has held less than 400 school meetings during the 12 months ending 31st March preceding, a proportional reduction is made in the annual grant payable under the rules (paragraph 393). Further the total amount of the government grant is not ordinarily to exceed one-half of the whole tuitional expenditure (revised paragraph 379).

N.B.—The paragraphs quoted in this statement are those of the Final Educational Code, 1910.

Paragraphs 379, 380, 382, 384, 386, 388, 390, 391, 393, 401, 402, 403, 404, 405 of the code and rules 2, 75, 92, 93, 94, 97, 106, 106A of chapter VI of the District Board Manual.

* Average attendance means the average attendance during the period from the commencement of the school session to 31st March preceding.

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	REMARKS.
UNITED PROVINCES—*contd.*		Limit of powers of approval of estimates :— Rs. Executive engineer 5,000 Superintending engineer . . . 25,000 Officers empowered to sanction finally up to . . . 50,000 Chief engineer . 50,000 above the limits sanctioned above (revised paragraph 382). Boards grant a sum not exceeding Rs. 30 for a lower primary vernacular school and Rs. 50 for an upper primary vernacular school (rule 93, chapter VI of the District Board Manual).		Boards give Rs. 4 a month to vernacular schools with an average attendance of 15 scholars and a qualified teacher. The grant is increased to Rs. 5 or 6 if the board school curriculum is followed and text-books, maps, and appliances are possessed. If the average attendance exceeds 25 during the previous year, and there is but one teacher, an additional rupee may be paid. When qualified assistant teachers are employed a grant of Rs. 3 may be paid for each assistant, provided the number of scholars in average attendance makes the employment of more than one teacher desirable (rule 92, chapter VI of the District Board Manual). Grants to indigenous schools range from Rs. 6 to Rs. 10 a quarter (rule 97, chapter VII of the District Board Manual). A primary girls' school receives a grant of Rs. 5 a month if it has a female teacher and an average attendance of 10 scholars. The grant is raised to Rs. 7 if the school has a suitable building and observes the prescribed curriculum. If it also has suitable furniture and appliances the grant is raised to Rs. 8 a month. An additional grant of Re. 1 if the teacher has passed the vernacular final examination and that of Rs. 2 if she has a normal school certificate are also allowed. To a school in which the attendance is large enough to warrant the employ-	

				ment of two such qualified teachers and two such teachers are employed, the grants may be calculated separately for each teacher. If the average attendance of scholars exceeds 10 for each teacher, then an additional grant of one rupee may also be made for every 5 girls in average attendance beyond the minimum of 10 for each teacher (rule 106, chapter VI of the District Board Manual). Primary girls' schools taught by males receive grants on the scale and conditions similar to those applicable to boys' schools (rule 106 A, chapter VI of the District Board Manual).	
PUNJAB . .	Grants are made from provincial, municipal and local funds. The principal grants are block (for attendance, instruction, etc.) and staff grants. Main conditions of the block grant are— (1) That there is an average daily attendance of 20 pupils, (2) that accommodation, furniture and appliances are sufficient, (3) that organisation and discipline are satisfactory, (4) that prescribed text-books are used, (5) that prescribed fees are charged, (6) that registers and returns are maintained.	Not to exceed one-half of the total expenditure. No part of grant may be paid till a bond is executed, securing to government or the local body a lien on the property for recovery in case the building ceases to be used for a school of the class specified or the school ceases to be efficient or open to inspection; nor may the whole be paid till the Public Works department or the deputy commissioner (according to the amount) give a certificate. Grants are sanctioned by the Local Government or by local bodies, according to the source from which they are paid.	Not to exceed one-half of the total expenditure. The grant is not paid till articles of approved pattern have been purchased and a security is furnished for refund if the amount exceeds Rs. 25. Grants are sanctioned by the Local Government or by local bodies, according to the source from which they are paid.	The maximum block grant is Rs. 2 per pupil in the lower primary department and Rs. 8 or Rs. 4 in the upper primary department according as the school is an anglo-vernacular or vernacular one. The grant can be reduced by 2 per cent. when a school is only fairly satisfactory. The rate for girls' schools is double. The grant is based on the average attendance of the past three years. Staff grants are paid at $\frac{1}{3}$ of salary to certificated teachers and monitors. The total of these two grants is not to exceed $\frac{3}{4}$ of the excess of the expenditure on tuition, over the income from tuition fees. In the case of indigenous schools the maximum rate of block grant is Rs. 2 per unit of average attendance in boys' schools, while schools for girls and cultivators are given the grant at double the rate. The staff grant varies from Rs. 3 to Rs. 5 a month to a teacher of boys and from	Punjab Code, Part I, rules 52, 56, 58, 59, 60, 61, 64, 78, 80, 81, 92, 96, 97, 104.

U 2

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	REMARKS.
PUNJAB—*concld.*	The department has large powers, but a local body may refuse to pay new grants for instruction in English on the ground that the public funds are insufficient. A local body may also withdraw, reduce or suspend grants to aided vernacular schools in the Punjab which are of indigenous type, and may vary the rates with the approval of the department.			Rs. 5 to 8 to a teacher of girls, but this grant is not given in a school where the average daily attendance falls below 10 pupils.	
BURMA . .	Allotments are made to districts and these are distributed to schools in each district on calculations made by the inspector. Schools are divided into A class, in which vernacular courses prescribed by the education department are taught, and B class, which teaches other courses. Principal grants admissible to A class schools are results-grants or fixed grants in lieu, grants for technical and optional subjects and boarding grants, temporary and permanent salary grants, half-salary grants for certificated teachers, and grants for pupil teachers, while those admissible to B class schools are attendance and equipment grants. The main conditions of the grants are as follows:— "A" CLASS SCHOOLS. The schools must ordinarily be in session all the year round, taking the recognised holidays and vacations and must maintain an average daily attendance of not less than 12 pupils. They must be open to inspection, and the manager be responsible for the maintenance of	Grants are made according to the merits of each case, and are regulated by the proportion of private subscriptions. A covenant or a mortgage is required to secure refund in case the school is closed or the building is diverted from its proper object. The director of public instruction may sanction a grant up to Rs. 1,000.	For "A" class schools Rs. 75 at the start and thereafter according to the merits of each case. For "B" class schools Rs. 75 once in three years. The director is empowered to sanction these grants.	. . "A" CLASS SCHOOLS. To earn the results-grant pupils presented for examination must have attended 250 school meetings and must obtain at least one-third of the marks assigned at the annual examination. Results grants are introduced one year after the promotion examination. When a	Burma Code, revised chapter VI, paragraphs 156, 160 (ii) to (vii), 161—163, 167—170, 175—188, 194—205, 207, 209, 212—219, 224, 232 and 233. Old Chapter VI, paragraphs 160 (i), (ii), 178, 180, 186—188, 191, 193 and 194.

records and for the submission of prescribed returns. In allotting grants, adequacy and qualifications of the staff and nature of accommodation are considered. Levy of fees is also a condition.

"B" Class Schools.

The schools must serve the purpose of useful general education and give instruction in the 3 R's. Except in the case of monastic schools, where the requirement may be relaxed, they must keep an attendance register. They shall also be efficient and open to inspection.

school shows conspicuous merit, an extra 25 per cent. is given as a merit grant. Double grants may be paid in backward localities.

The alternative fixed grant is calculated on the average results-grant paid during the previous three years with an addition of 10 per cent. in the case of schools of increasing efficiency. The continuance, suspension or reduction of this grant depends upon the result of the annual inspection.

Salary grants are paid to new schools. Rs. 10, 15 or 30 are given for the first year and Rs. 8, 10 or 20 for the second year to managers with primary, middle or high vernacular certificates.

Certificated teachers managing their own schools are eligible for permanent salary grants at the following rates :—

Primary vernacular certificate—
Rs. 10—1—15 per mensem.

Middle vernacular certificate—
Rs. 15—1—20 per mensem.

High vernacular certificate—
Rs. 30 per mensem.

The employment of a certificated teacher entitles a school to the half salary grant. The maximum of this grant is Rs. 10—1—15 a month in case of a teacher with a primary vernacular certificate, Rs. 15—1—20 a month for a teacher holding middle vernacular certificate and Rs. 30 for a teacher with high vernacular certificate.

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	REMARKS.
BURMA—*concld.*				For pupil teachers a grant is made at Rs. 2 per mensem for the first year, Rs. 4 for the second year, and Rs. 6 for the third year and a bonus of Rs. 10 for passing the annual test. "B" CLASS SCHOOLS. These schools receive a grant of Rs. 2 per pupil in average daily attendance up to a maximum of Rs. 150 and a grant of Rs. 2 for each month in the year for which the attendance is certified by the inspecting officer to be properly recorded.	
EASTERN BENGAL AND ASSAM.	In Eastern Bengal districts, the system is the same as in old Bengal. In the plains districts of Assam grants are made to lower primary schools only in few and special cases. Upper primary schools receive grants from local or provincial funds generally calculated on the number of pupils in the first two classes. Mission schools are aided from provincial funds, the missionary bodies receiving annual lump grants with which, subject to special rules and inspection, they can do much as they like. Grants depend upon the fulfilment of the following conditions :— (1) the school meets a recognised want, (2) the school is adequately equipped with building and apparatus,	A portion of the capital outlay (dependent on local circumstances) will ordinarily be met from provincial or local funds, but will rarely exceed double the amount raised by private subscription. When the work is executed by the school authority half the grant may be paid at once, one-fourth on completion of half of the work, and the balance on completion, according to approved plans and estimates. The director can sanction if the grant does not exceed Rs. 5,000.	Not to exceed two-thirds of the total cost, save with the special sanction of government. The director can sanction up to the prescribed maximum subject to budget provision.	For Eastern Bengal districts grants are the same as in old Bengal. In Assam the grant is not to exceed 5 times, or, when education is in demand, 2½ times the amount provided by endowment or private subscriptons. In the case of girls' schools the grants are made on a more liberal scale and on less stringent conditions. *Tols*, *maktab* and *madrassahs* teaching the lower primary standard may be paid from provincial and municipal funds grants which should not ordinarily exceed Rs. 30 a month each.	Assam Manual rules 27, 28, 40—43, 72, 74, 75—77, 91—94 and 127 and Eastern Bengal and Assam notification no. 1126-E., dated 18th May 1908 (pages 40—46 of Eastern Bengal and Assam Proceedings for May 1908).

	(3) there is an endowment or subscription of Rs. 2 per month, (4) management is satisfactory, (5) prescribed fees are levied, (6) the staff is certified, and there is one teacher for every 30 pupils; the headmaster should receive not less than Rs. 15, the junior teachers not less than Rs. 7. No grant may be made or renewed from local funds without previous approval of the department.				
CENTRAL PROVINCES.	Annual grants-in-aid are made from provincial funds for aiding and improving secular education on the following conditions:— (*i*) That the school supplies a want in the locality, and does not enter into competition with any existing recognised school; that the school premises are in a healthy situation, are well lighted and ventilated, and contain sufficient accommodation, furniture and appliances for the instruction of pupils; that due provision is made for physical instruction and recreation; that the arrangements for registering admission, attendance and age of pupils, for management, keeping accounts of income and expenditure, and the general administration of the school are in accordance with the requirements of the department; that the discip-			The government grant shall in no case exceed half of the income or one-third of the expenditure of the school (whichever is less) during the previous official year. But in the case of primary schools being carried on under special circumstances, or peculiar difficulties, the Local Administration may, on the recommendation of the director of public instruction, sanction an additional grant of one-third of the grant awarded in the ordinary way. If the amount does not exceed Rs. 1,200 per annum, the director may sanction it on his own authority, but if it exceeds this amount he shall apply for the sanction of the Local Administration. Subject to the limit set forth above the amount of grant awarded shall be determined by the efficiency of the school under the following heads:— (1) Building and equipment.	

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	REMARKS.
CENTRAL PROVINCES—*contd.*	line and behaviour of the pupils are satisfactory, and that all returns, certificates, etc., issued by the managers or the staff are trustworthy. *(ii)* That the department is satisfied with the constitution of the managing body and the stability, financial and otherwise, of the institution. *(iii)* That the school shall be open to inspection or examination by the department at all times; and that the manager shall supply all such returns or information and maintain such registers, accounts, etc., as the department may from time to time require and that these accounts, registers, etc., shall be open to scrutiny by the department at any time. *(iv)* That the principles and system of school management and the curricula prescribed by the Local Administration for the use of schools are followed, and that no books are used as text-books, prize or library books, save those sanctioned by the Administration. (*v*) That the managers undertake in writing to ensure and do thereafter enforce the observance by teachers and pupils of			(2) Attendance and regularity of attendance. (3) Adequacy and qualification of teaching staff. (4) Range and quality of mental, moral, and physical education imparted. (5) Discipline and conduct of pupils. The grant thus assessed will ordinarily be continued as a fixed grant from year to year, subject to the limits specified above and provided that the conditions stated in column 2 are maintained and that efficiency as determined above does not deteriorate. If the receipts in any year from all sources exceed the total expenditure, the saving shall be freely expended in the following year or placed in a reserve fund; otherwise the grant will be reduced proportionately. Re-assessment of a grant will be made on the application of the managers, provided that the department is satisfied that owing to increased expenditure on their part the existing grant is inadequate and that there are funds at its disposal to meet the demand. But such re-assessment shall not be made at intervals of less than five years. The grant will be reduced or withdrawn by the department, after reasonable	

the orders contained in appendix F of the Manual.

(vi) That the staff employed is sufficient, of good character, and possesses the requisite educational and professional qualifications to carry out efficiently the work of the school, and that the department shall have the power to enforce the dismissal of any master employed in the school.

(vii) That the fees charged are not less, and the percentage of the free students not greater than those prescribed by the Administration.

Every aided school shall be inspected once in each official year for the purpose of the award of the grant-in-aid.

Building

Special grants may be given to managers of recognised schools in aid of erecting, purchasing, enlarging or re-building school buildings and hostels, or for the provision of play grounds, gymnasia, workshops, laboratories.

Applications for such grants will as a rule be considered according to priority of receipt, but the department reserves the full right of disposing of them according to financial or other exigencies.

No grant will be given towards repairs of buildings, unless such repairs involve structural alterations equivalent to re-building.

The maximum building grant shall be one-third of the total expenditure and no grant shall be less than Rs. 100. It is not to be assumed that the maximum grant will invariably be given. The circumstances of each case will be considered and the amount fixed accordingly.

When the amount of the grant applied for does not exceed Rs. 500, the inspector will forward the applica-

warning has been given to the managers, if it is found that the conditions of the code are not being kept or that efficiency under the heads enumerated above has deteriorated.

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	REMARKS.
CENTRAL PROVINCES—*contd.*	The sanctioning authority shall, if it appears expedient, refer the plans and estimate to the Public Works department for scrutiny, and the managers shall carry out such alterations in them as that department may consider necessary before sanction is accorded to a grant. Before a building grant is sanctioned the managers must satisfy the sanctioning authority (1) of their ability to defray the share of the expenditure falling on them, (2) that the building is intended for and will be devoted to educational purposes and in part to secular education, (3) that their title to the site on which the building is to be erected is in good order. No steps shall be taken in carrying out the work on which a grant is applied for before sanction has been communicated to the managers. Where either government or a local body grants a building site it shall be competent for the sanctioning authority to reckon the value of the site either as part of the grant or as additional to it. Before payment of the grant or any portion thereof it shall be certified by the executive engineer or other competent officer of the Public Works department that the work on which the amount is claimed has been completed	tion with his recommendation to the director of public instruction through the deputy commissioner. The director of public instruction is empowered to sanction such grants on his own authority. When the amount exceeds Rs. 500, the inspector shall forward the application to the director of public instruction through the deputy commissioner, and the commissioner of the division, and the director of public instruction will apply for the sanction of the Local Administration.			

in accordance with the sanctioned plan and that its value is at least three times the amount of the grant. In cases where the work has been carried out under the charge of a divisional local fund engineer the certificate of that officer will be accepted.

Before payment of the grant or any portion thereof the managers shall execute, if the grant is less than Rs. 500, a form of agreement, or, if it exceeds Rs. 500, a trust deed.

Equipment.

Special grants are also made towards the purchase of school appliances, furniture, laboratory or workshop equipment, libraries, gymnastic apparatus, etc.

Female Education.

Special grants are given towards establishment of girls' schools for two years on the following conditions :—

(1) that the villagers form a school committee of not less than three persons to manage the affairs of the school,

(2) that the villagers supply suitable accommodation and provide the necessary furniture, *i.e.*, one black board, one chair and one table, and that they contribute half of the current expenses of the school for the period of two years,

(3) that the department is satisfied with the accommodation, the

Equipment.

The maximum limit of equipment grants shall be half the expenditure and no grant of less than Rs. 50 shall be made. The amount awarded in each case shall be fixed at the discretion of the sanctioning authority.

All applications for such grants should be made to the inspector of schools of the circle, who will forward them with his recommendation to the director of public instruction. If the sum applied for does not exceed Rs. 200 the director of public instruction will sanction the grant on his own authority. If it exceeds Rs. 200 he shall apply for the sanction of the Local Administration.

Sanction, when accorded, shall be communicated to the managers. Payment of

Female Education.

A grant of half the current expenses of a girls' school is given on the conditions stated in column 2.

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	REMARKS.
CENTRAL PROVINCES—*contd.*	competency of the staff appointed, and the work and conduct of the school, and that the returns and registers required by the department are properly maintained. *Note.*—The school may not be accommodated in a boys' school, nor may the master of a boys' school be employed in teaching in the girls' school. (4) that there are at least five girls in each of the classes 2 and 3 and not less than 10 in the lower classes. The grant thus earned will be paid yearly on submission of grant-in-aid bills. These should be forwarded by the deputy inspector through the deputy commissioner to the inspectress, who will deal with them as ordinarily grant-in-aid bills. At the end of two years the department will determine whether the school is of sufficient importance to be provincialised, whether it should continue to be an aided school, or whether the grant should be withdrawn. Rewards are given from provincial funds for encouraging the attendance of girls at boys' schools in villages where there is no separate girls' school. These are paid to masters of boys' schools who make successful efforts in inducing girls to attend their schools, provided they		grant will depend on financial considerations and will generally be made according to priority of application. No payment will be made unless the purchase of the articles has actually been completed and is substantiated by vouchers to the satisfaction of the director of public instruction.		

do so without detriment to their ordinary work. The girls must be enrolled in the ordinary classes and taught along with the boys, and not at separate hours nor in separate sections. The rewards will vary in value, and will be distributed on the recommendation of, and by, the deputy commissioner of the district. The deputy commissioner will make his recommendations each year in the month of February to the director of public instruction, who will allot such sum for rewards as may be available.

Grants to indigenous schools in Berar.

With the object of encouraging primary education in backward places, grants-in-aid may be made to primary schools by district boards, on the application of the deputy inspector, subject to the following conditions :—

(1) That not less than five of the leading villagers, including the patel, form a school committee and guarantee in writing the continuity of the school throughout the year and that it will be managed in accordance with the rules of the education department as regards curriculum, holidays, discipline and the like.

(2) That the villagers supply suitable accommodation and provide the necessary funiture and apparatus, *viz.*, one black board, one chair and one table.

(3) That the deputy inspector is satisfied of the competency of the teacher appointed by the

The grants to indigenous boys' school in Berar are paid on the following scale :—

For an average attendance of 10 boys nothing ; from 10 to 15—Rs. 35, from 15 to 20—Rs. 48 and an extra Rs. 12 for every five boys.

Province.	System of Grant.	Building Grant (Rate).	Equipment Grant (Rate).	Maintenance Grant (Rate).	REMARKS.
CENTRAL PROVINCES—*concld.*	committee to teach up to the required standard. (4) That registers of admission and attendance and a visitors' book are kept. (5) That grant-in-aid bills are submitted yearly. Payment is made to the Sarpanch of the school committee after the school has been inspected by the deputy inspector in charge of the range and certified by him to be deserving of the grant.				

APPENDIX XVII.

CALCULATION OF AVERAGE SCHOOL LIFE.

The number attending school in any year is the product of the number attending in a lower class during some previous year more or less remote. In recent years the number attending school has been increasing approximately at the rate of five per cent. a year. Hence in order to calculate the rate at which children leave school each year, it is necessary to adjust the figures in the columns headed B, I, II, III, etc., in general table X by adding 5 per cent. to that under B, 10 per cent. to that under I, 15 per cent. to that under II, and so on. The result is as follows :—

1,485,000	have been at school under one year.			
1,294,000	" "	over one and under two years.		
1,168,000	" "	"	two	" three years.
871,000	" "	"	three	" four years.
654,000	" "	"	four	" five years.
405,000	" "	"	five	" six years.
217,000	" "	"	six	" seven years.

An examination of these figures shows the rate of withdrawal in early years to be about 7 per cent. each half-year. The number of entrants in the first year will have been exposed to the rate of withdrawal for six months on the average; and if the rate be taken here also as 7 per cent., we arrive at 1,600,000 as the probable number of entrants in the first year. The number of those who withdraw before the close of the first year may therefore be taken as probably 115,000 ; and these may be reckoned as having been at school on the average for a quarter of a year.

The withdrawals therefore are approximately—

115,000	children withdraw before the close of the first year, giving	29,000 units.
191,000	" " after being at school for one year, giving	191,000 "
126,000	" " " " " two years, "	252,000 "
297,000	" " " " " three " "	891,000 "
217,000	" " " " " four " "	868,000 "
249,000	" " " " " five " "	1,245,000 "
188,000	" " " " " six " "	1,128,000 "
217,000	" " " " " seven " "	1,519,000 "
	TOTAL OF UNITS .	6,123,000

The total number of units divided by the probable initial number of entrants gives the average school life as 3·83 years.

APPENDIX XVIII.

THE TEACHING OF OBJECT LESSONS AND OF SUBJECTS SPECIALLY SUITED TO AGRICULTURISTS' CHILDREN.

By Rai Sahib Lala Sundar Das Suri, M.A., Inspector of Schools, Multan Division.

The curriculum prescribed for urban primary schools is different from that in use in rural schools. The main difference lies in the provision made in the scheme used in rural schools for practical teaching in certain subjects to meet the needs of agriculturists—the aim being to adapt the scheme and methods of instruction to the surroundings of children in rural tracts, and so to equip them for the work in which they are likely to be engaged.

The teaching of object lessons, which forms a common feature of both types of schools, is, speaking generally, dull and uninteresting—a mere matter of routine. The method pursued is anything but rational and educative. The teacher either lets his pupils copy his "notes," which convey information on what is too obvious, arranged in an illogical manner under stereotyped heads, or else hurries through the syllabus. In either case the object too often is the repetition by the children at inspection time of points committed to memory. These "notes" are used in many cases for years without the slightest revision; sometimes, of course, for the sake of appearance they are re-copied; but as to fresh thinking each session there is hardly any attempt.

The teaching of object lessons, in so far as it is based on actual natural objects, is related to nature study. But this is seldom kept in view in arranging the syllabus of the year's work; advantage is not taken of the comparative abundance of natural products in different seasons. Here and there school gardens are kept up and apparently used for observation lessons; but these are exceptions. The illustrative material—charts and clay models—is necessarily of the cheapest kind, and by the lapse of time becomes unserviceable. The Delhi inspector writes: "In time and by rough usage the models break and the pictures fade away." The handling of object lessons on topics which are disconnected is always a matter requiring some skill; and it is no wonder that the average teacher in a primary school who has more than one class to teach in all subjects neglects the branch for which he is the least prepared by his personal inclination or professional training, and which evokes the least sympathy from the parents. Yet there are exceptions. The Rawalpindi inspector observes: "The teaching of common things has much improved," and this is probably true more or less of some schools in other divisions, particularly those in charge of men recently trained. The results obtained in the application of drawing to object lessons are in some cases not discouraging.

There is a tendency in some quarters to speak lightly of what is termed "literary education" as being not quite practical. This appears to me to be a too narrow view to take either of the training afforded by the literary subjects, or their utility in after-life, in whatever sphere the child may be called upon to work. It has been truly observed, "Mere ability to read and write opens at once a whole new world. He who possesses it can learn from the experience of all mankind, no longer from that of his parents and masters only." Much of course depends on teaching. Writing, for instance, is not confined merely to learning how to make certain forms, but includes the art of composition, the training to give clear and accurate expression to one's ideas—a very valuable equipment for all. Nor need abstract arithmetic occupy too much of a pupil's attention at school. The practical usefulness of arithmetic may be increased by better methods, and proper correlation with other subjects of study.

Another point which I wish to emphasise is that even the conservative east is being transformed by coming in contact with the progressive west.

Economic changes far-reaching in their consequences are producing their natural effects. The social life of the people, their surroundings and ideals are not the same as they were. A curriculum which is ill-adapted to these external factors is not likely to produce the best results. To select only one out of numerous illustrations that may be cited, with the steady growth of wages and wage-earning classes and the influx of workmen into towns, owing to the commercial activity of the province, the sudden prosperity of the zamindars in the colonies has taken away the stimulus to farm work and made them dependent more than before on field-labourers. Hence arises the desire of a growing section of zamindars to prepare their sons for other walks of life, and hence the increased appreciation of literary education.

Another limitation which is no less important is that the most important factor is the teacher; the best scheme on paper may fail if it does not take account of the fitness of the teacher to work it.

These considerations have a direct bearing on the question as to the measure of success achieved in the enforcement of the rural scheme.

The large majority of teachers have had little or no training in the special subjects which they were called upon to teach. They had, under pressure, to pick up some working knowledge, not altogether tasteful, and to impart it to the children under their charge. The result has been that in several cases that came under review the pupils knew more than their masters. For instance, the fractional tables meant to be committed to memory for ready application in mental work in arithmetic were a stumbling-block to many teachers, while their pupils acquired some proficiency in them. Again, the way in which the "native system of accounts" was taught was indistinguishable in many cases from the ordinary method, and it is only after persistent efforts that a change in the right direction is observable.

It is notorious that the agriculturist in his dealings with the money-lender has not only to pay exorbitant interest for the money he borrows in the hour of need, but he is very often defrauded on account of his ignorance of the way in which the *banya* keeps his accounts. With a view to protect zamindars from falling an easy prey to the iniquities of the money-lender, *bahi khata* (book-keeping) is taught in rural schools. This has met with varying success. The *Lande* or *Mahajani* characters in which accounts are kept are difficult to decipher from the absence of vowels; and they vary from place to place so that even in neighbouring villages, and sometimes in the same village, two wholly different characters may be in use; with the result that the accounts kept by the *banya* remain a sealed book to all but himself. In some districts attempt has been made to introduce the standard Amritsar characters, while in others local characters have been adopted. In some cases that came under my observation I found pupils simply bewildered by the maze presented to their eyes when they were required to read their *banya's* books. In other cases the children were more successful. It is open to question whether in most cases the meagre acquaintance with *Mahajani* characters does not fade away from memory in after-life from want of practice, though I have been assured to the contrary.

Hundi (bill of exchange, draft, etc.) writing forms another feature of the scheme. Here again the progress achieved is slow and by no means commensurate with the efforts bestowed upon it. Some teachers to save themselves the trouble of learning *Lande* teach *hundi*-writing through the medium of Urdu, thus defeating the very object of introducing the subject in schools.

Agricultural readers (Kheti-ki-Kitab) are taught in the three higher classes, but barring exceptional cases, the teaching is not illustrated by natural objects within easy reach, nor are pupils taken out occasionally to neighbouring fields to watch agricultural operations. The only saving clause is that an appeal is probably made to the daily experience of children who live in rural surroundings.

Lastly, practical mensuration and instruction in land records kept by the *patwari* are deservedly given prominence in the course of studies. Measures were devised to give a practical turn to the teaching of mensuration by the appointment of itinerant *patwaris* to give practical instruction to the teachers of primary schools. Most schools are provided with the

necessary apparatus, which, however, is not regularly used. More recently in compliance with the Financial Commissioner's circular, dated the 5th January 1910, arrangements have been made in this division, and presumably in other divisions, for instruction in land records. Different plans have been adopted in different districts, to suit local conditions. The scheme has not yet passed the experimental stage, but it is evident that the *patwari* feels no inducement to work on the pittance he gets by way of allowance, and the village teacher leaves all to him. Where whole-time *girdawars* are employed better results are secured. One point is clearly brought out—the need for control over *patwaris* and *girdawars* by officers of their own department.

In conclusion, I may say that while in many respects elementary education is given on sound lines as far as the existing circumstances and the teaching staff available would allow, judged by modern standards and the advance made in the west, which is so often appealed to by the critic, there is considerable room for improvement. In a word teaching is to a great extent still formal, there is need for emphasis on concrete teaching, nature study, practical pursuits and knowledge gained from actual things. It is hoped that with the advent of better teachers of primary schools and a larger supply, which is now being urged on local bodies, the character of work done will advance in the right direction. But this will necessarily be a slow process; the pace cannot be quickened by a slavish imitation of western models.

APPENDIX XIX.

SUBJECTS OF EXAMINATION FOR THE LAW DEPARTMENT.

CALCUTTA.

Bachelor of Law.

Preliminary Examination in Law.

1. Jurisprudence.
2. Elements of Roman Law and Principles of Legislation.
3. Hindu or Buddhist Law (for candidates from Burma).

Intermediate Examination in Law.

1. Muhammadan Law.
2. The Law relating to Persons.
3. Law relating to Property, including (*a*) Law of Transfer *inter vivos* and (*b*) Principles of English Law of Real Property, and the Law of Intestate and Testamentary Succession (exclusive of the Hindu and the Muhammadan Law of Intestate Succession).
4. Law of Contracts and Torts.

Final Examination in Law.

1. The Law relating to Property, including Law of Land Tenures Land Revenue and Prescription.
2. Equity, including the Law of Trust.
3. Law of Evidence and Civil Procedure and Limitation.
4. Law of Crimes and Criminal Procedure.

Master of Law.

1. Hindu or Muhammadan Law.
2. Jurisprudence and Principles of Legislation.
3. Principles and History of Roman Law.
4. Private International Law.

5 and 6. Any two of the following subjects :—

(1) Principles of Equity.
(2) The Law relating to the Transfer of Immovable Property and the Law of Prescription.
(3) The Law relating to Wills.
(4) The Law of Contracts and Torts.
(5) Principles and History of the Law of Real and Personal Property.
(6) Principles and History of the Law of Evidence.
(7) History of English Law.

BOMBAY.

Bachelor of Laws.

First LL.B. Examination.

1. Roman Law.
2. General Jurisprudence.
3. The Law of Contracts and Torts.
4. The Law of Crimes and Criminal Procedure.

Second LL.B. Examination.

1. Succession and Family Rights with special reference to Hindu and Muhammadan Law.
2. The Law of Property, including the Law of Transfer, the Law of Easements and the following land tenures: Ryotwari, Watans, Saranjams, and Inams.
3. Equity with special reference to the Law of Trusts and Specific Relief.
4. The Law of Evidence, Civil Procedure and Limitation.

Master of Laws.

Branch I :—

1. Jurisprudence.
2. Roman Law.
3. International Law—Public and Private.
4. Principles of Legislation.
5. Constitutional Law (British and Indian).

Branch II :—

1. Hindu Law and Muhammadan Law.
2. The Law of Wills.
3. The Law of Marriage and Succession in British India.

Branch III :—

1. Real Property (including the Law of Vendors and Purchasers, Mortgages, Gifts and Leases, and the Law relating to Mines and Minerals, Foreshore and Seashore).
2. Principles of Equity with special reference to the Law of Trusts and Specific Relief.
3. The Law of Easements and Prescription.
4. Customary and Statute Law relating to Land Tenure in British India.

Branch IV :—

1. The Law of Contracts in general.
2. The Law of Agency, Partnership and Companies.
3. Mercantile and Maritime Law.
4. The Law of Torts.
5. The Law of Crimes.

(Candidates shall be examined in any one of the above.)

MADRAS.

Bachelor of Laws.

First Examination in Law.

1. Jurisprudence.
2. Roman Law.

3 and 4. Contracts, including Negotiable Instruments, Torts, Principles of Equity.

B.L. Degree Examination.

1. Theory and Law of Property, including (*a*) the Law of Trusts and Trustees, (*b*) the Transfer of Property.
2. Hindu and Muhammadan Law.
3. Law of Evidence.
4. Criminal Law.
5. Indian Constitutional Law (Principles of Equity).

Master of Laws.

Branch I :—

1. Jurisprudence, Legislation.
2. Roman Law, General, and Selections from the translated portion of the Digest.
3. International Law—Public and Private.
4. Constitutional Law and History, Legal History.

Branch II :—

1. Real Property—General, including the Law of Mines, Quarries and Minerals. Highways, Main Roads and Bridges. The Foreshore and Seashore.
2. Real Property—Transfer, including the Principles of Conveyancing and the Interpretation of Deeds. Law of Vendors and Purchasers, Mortgage and Landlord and Tenant.
3. The Law of Trusts—Public and Private, and Powers, Wills, Succession and Bankruptcy.
4. History of the English and Indian Land Laws. Law of Easements and Profits.

Branch III :—

1. Law of Contracts (in general) and the Remedies by Specific Performance, Injunction and Damages. Bailments, Carriers, Suretyship and Guarantee.
2. Agency, Partnership and Companies. Domestic Relations. Parent and Child, Husband and Wife, Master and Servant.
3. Law of Torts (in general) and Remedies by Damages and Injunction, Negligence, Nuisance, Libel and Slander.
4. Mercantile Law, including Negotiable Securities, Trade Marks, and Insurance.

   Maritime Law, including Charter-parties and Bills of Lading and the Law of Marine Insurance.

Branch IV :—

1. Hindu and Muhammadan Law. Family Law, Law of Inheritance and of Endowments.
2. Statute Law relating to Constitutional Matters, Law of Marriage and of Succession in India.
3. Customary and Statute Law relating to Land Tenure in India.

(Candidates shall be examined in one of the above branches.)

PUNJAB.

Bachelor of Law.

The First Examination in Law.

1. Law of Contract (including Specific Relief) and Torts.
2. Civil Procedure.
3. Revenue and Tenancy Law and Law relating to Alienation of Land and Pre-emption Law.
4. Criminal Law and Procedure.
5. Hindu and Muhammadan Law and the Customary Law of the Punjab.
6. The Law relating to Minors, Succession Certificates, Registration, Limitation and Court-fees.
7. The Law relating to Legal Practitioners, Punjab Courts, and Evidence.

LL.B. Examination.

1. Jurisprudence.
2. International Law—Public and Private.
3. Constitutional Law of England and India.
4. Roman Law.
5. Principles of Equity with special reference to Mortgages and Trusts.

The Honours-in-Law Examination.

(*a*) Jurisprudence :—

(1) General Jurisprudence.

(2) Principles and Theory of Legislation.

(*b*) Constitutional History and Constitutional Law of England and India.

(*c*) International Law—Public and Private.

(*d*) Roman Law, General History and the Institutes of Justinian.

(*e*) English Common Law and Equity—General Principles, including a knowledge of leading cases.

(*f*) Criminal Law :—

(1) History of the English.

(2) General Principles of Criminal Liability.

Mukhtar's Examination.

1. Law of Contract (including the Specific Relief) and of Torts.
2. Civil Procedure, Evidence Act and Punjab Courts Act.
3. Revenue and Tenancy Law and Law relating to Alienation of Land and Pre-emption Law.
4. Criminal Law and Procedure.
5. Hindu and Muhammadan Law and the Customary Law of the Punjab.
6. The Law relating to Minors, Succession Certificates, Registration, Limitation, Court-fees, Stamp Act and Legal Practitioners' Act.

ALLAHABAD.

Bachelor of Laws.

Previous Examination.

1. Jurisprudence.
2. The Law of Contracts.
3. The Law of Easements and Torts.
4. The Law of Evidence.
5. Criminal Law and Procedure.

LL.B. Examination.

1. Civil Procedure, Limitation.
2. The Law relating to Land Tenures, Rent and Revenue in the United Provinces. (The Central Provinces Tenancy and Land Revenue Acts for the Central Provinces candidates.)

3 and 4. Hindu and Muhammadan Law, with statutory modifications thereof.

5. The Law relating to Transfer of Property, including the Principles of Equity.
6. Equity with special reference to Trust and Specific Relief.
7. Jurisprudence and Constitutional Law.

Master of Law Examination.

1. Jurisprudence and Principles of Legislation.
2. Roman Law.
3. Law of Contracts in all its branches.
4. Law of Torts, Easements and Prescription.
5. The Law relating to Transfer of Immovable Property.
6. Principles of Equity, including the Law of Trusts and Specific Relief.
7. Hindu *or* Muhammadan Law.

APPENDIX XX.

MEDICAL SCHOOLS.

The introduction of the four-year curriculum has been the most important feature of the quinquennium. The new system has naturally resulted in additions to the teaching staffs being found necessary, and, in some of the schools, in more accommodation being required. The more stringent entrance examinations and the longer course have operated in the direction of marked reduction in the number of individuals entering the schools, and in a decrease of those obtaining the passing-out diploma. Everywhere efforts have been made to increase the staffs of these schools and improve the teaching and the results indicate that a far more efficient class of medical man is being turned out. The concessions as regards pay, too, have tended to make government service more popular than it has been for some years past.

The number of students attending these schools, including those who are only taking the compounders' course, are :—

	1907.	1912.
Madras	318	382
Bombay	307	318
Bengal	1,285	596
United Provinces	314	326
Punjab	394	322
Eastern Bengal and Assam	560	314
Burma	*Nil*	42
	3,178	2,300

In the Central Provinces there are still no facilities for medical education, but the establishment of a medical school at Nagpur is now under consideration by government.

Madras.

There are three schools in the Madras Presidency, the Prince of Wales Medical School, Tanjore, and the institutions at Royapuram and Vizagapatam.

The Royapuram school showed a marked decrease in the number of students at the beginning of the quinquennium. This has ceased, and the students now exceed 200. Large numbers of applications are received from matriculates for admission as private students; but with the existing buildings and facilities for instruction it is quite impossible to take more than a small proportion of them. The military class, formerly divided up among the three schools in the presidency, has now been concentrated at Royapuram.

The question of the retention of the Tanjore school has been under consideration, as there were very few students. During the last two years the numbers have risen again, and the matter of abolition has been deferred. More buildings are required to meet the requirements of the school.

The Vizagapatam school is small but is increasing in popularity; more private students would join if there were room for them. The hospital is being extended, and more clinical material will be available.

The demands of Burma on the Madras schools continue to be felt and the accommodation of the latter is barely sufficient to meet the needs of the presidency and the military class.

Bombay.

There are three medical schools in the Bombay Presidency, the Byramjee eejeebhoy schools at Poona and Ahmedabad, and one at Hyderabad. The xtension of the course of instruction from three to four years began to perate in 1909-10.

At Poona the teaching staff was strengthened in 1911-12, by an assistant irgeon, as teacher of chemistry, and three sub-assistant surgeons, as tutors n chemistry, medicine and anatomy. A new lecture room and dissecting oom have been provided and the residential quarters have been improved. 'he number of students at the close of the quinquennium was 124, of whom 5 were military and two were females.

At Ahmedabad the teaching staff has been increased by the addition of n assistant surgeon and three sub-assistant surgeons. A hostel has been uilt which accommodates 67 students. The number of students was about 40, of whom 52 were military and one was a female. More class rooms re urgently needed, as the school has outgrown its requirements, and a aternity ward is very necessary.

The school at Hyderabad is a small one, with only about 50 students. 'acilities for education have been improved by the erection of a new dis-ecting room and of a maternity ward; the latter enables the students to btain clinical experience, instead of having to learn from models. An ssistant surgeon and three sub-assistant surgeons have been added to the taff.

Bengal.

During the quinquennium there have been three medical schools in Ben-al, *viz.*, the Campbell School in Calcutta, the Temple School in Patna and he Cuttack School. The most noticeable feature has been the decline in the umber of students owing to the raising of the preliminary standard of ducation in 1905-06. This decline from 1,285 to 596 during the quin-uennium resulted in the whole question of preliminary standards having to e reconsidered, and it has been found necessary to lower it. By this means t has been possible, in the year 1911-12, to bring the number of regular edical students back to where it stood some years ago, *i.e.*, about 500 in the ree schools; but only 58 per cent. of these possessed the university entrance, .A., or matriculation qualifications. There has been no appreciable increase n the Bihari and Uriya entrants, which is disappointing. A good deal as been done to increase the teaching staffs of these institutions. Addi-onal teachers and tutors have been provided, and the school buildings and acilities for education have been extended as funds became available. The umber of students who pass it as "licensed medical practitioners" is about 0, but comparatively few of these appear to be willing to enter government ervice. This condition may alter, however, now that the prospects have een improved.

At the Campbell School, besides the superintendent, there are now 9 eachers, 2 honorary tutors, 6 tutors and 2 demonstrators; the physiology nd pathology class rooms have been extended, and a new dissecting room and heatre are being built.

At the Temple School a teacher and a demonstrator of physiology and athology have been added to the staff. A hostel for female students has een completed.

At the Cuttack School a teacher of chemistry and physics and a demon-trator of medicine and pathology have been added; and the new physiology aboratory has been opened.

There has been a slight rise in the number of female students, from 15 o 32; the number who qualify, however, is still only two or three a year.

United Provinces.

Admission to the civil class at Agra is now only open to residents of the United Provinces holding entrance certificates of the Allahabad University;

and a knowledge of English is required of students in the compounder class. The more stringent rules for admission, and dissatisfaction with the pay and prospects of government service, have operated to retard the growth of the school, as far as numbers are concerned. At the commencement of the quinquennium the students numbered 329 of whom 68 were women, and the corresponding figures at the end of that period were 326 and 72.

No additions have been made to the teaching staff, and few alterations have been found necessary in the school buildings. The hostel for female students, however, has been completed and the library and museum improved.

In spite of increased stringency of examinations there has been a satisfactory outturn of individuals obtaining the passing-out certificate.

Punjab.

The number of students attending the Lahore Medical School continues to increase, and has now completely outgrown the accommodation and teaching capacity of that institution. From 215 at the commencement it has reached 322 students at the end of the quinquennium. The temporary expedient of entering ward orderly students in the military class was rendered necessary by the boycott of the military sub-assistant surgeon branch; none have been entered for some years. The increase in popularity of government service, both military and civil, is no doubt the result of the improved pay and prospects recently granted.

The output of individuals to whom certificates have been given has diminished. In 1907-08 there were 83 successful out of 94 candidates, whereas in 1911-12 the number was 48. Much greater stringency, however, is now shown in the final examination.

The school will ultimately have to be moved from Lahore, as clinical material is insufficient for the requirements of both college and school. For years past the question of its removal to Amritsar has been under consideration, but nothing has yet been decided.

Burma.

A medical school was opened at Rangoon in January 1907, the intention being to train Burmans as medical practitioners and for government service. The school is in its infancy, and during the quinquennium the number of students has not risen as much as might have been expected. There were 44 students (including one woman), and half of these were non-Burmans. Want of accommodation has been greatly felt, especially as regards laboratories. On the other hand the Rangoon General Hospital affords a wide field for clinical instruction. A revised scheme for increasing the staff and the accommodation is under consideration.

Eastern Bengal and Assam.

During the quinquennium there were two schools, the Berry White School at Dibrugarh and the Dacca Medical School. As in Bengal, the difficulty of obtaining students with a university qualification of preliminary knowledge has had to be met by the substitution of a lower standard.

At Dibrugarh a military pupil class has been started, as a purely temporary measure, owing to the difficulty of obtaining students elsewhere. A class for compounders was also opened in 1908. The staff of the school, in addition to the superintendent, consists of 5 teachers and 5 demonstrators, one teacher having been added for the compounder class. Quarters for 24 more students have been built, and other improvements in the school have been proposed but await funds.

At Dacca a military pupil class was also started as a temporary measure. Very little change has to be recorded in the working of the school. A new *post-mortem* theatre has been built, and other extensions are contemplated. The staff, besides the superintendent, consists of five teachers and four assistants.

The total number of students at the two schools is 314, of whom 15 were women; the latter number includes the midwife or "dhai" class. It is reported that female students are generally backward.

The proportion of male students with a matriculation qualification is very low at the Dibrugarh School, and consists almost entirely of Bengalis.

Central India.

The medical school at Indore trains sub-assistant surgeons for the service of native States in Central India. It is paid for by these states and is under the residency surgeon, Indore, with a staff of two assistant surgeons and four sub-assistant surgeons. The school is increasing in popularity. A hostel for 40 students has been built, and it is under contemplation to train those students who have hitherto been sent to the Agra Medical School for the Rajputana States. At present there are 72 students.

APPENDIX XXI.

EXPENDITURE ON MEDICAL COLLEGES AND SCHOOLS.

Name of College or School.	1907.	1912.
	Rs.	Rs.
Medical College, Calcutta	2,52,118	2,93,229
Ditto Madras	1,94,573	1,89,581
Ditto Bombay	2,.0,715	2,21,194
Ditto Lahore	1,12,879	91,957
Campbell Medical School, Sealdah	66,374	74,678
Temple Medical School, Patna	55,151	4,486
Orissa Medical School, Cuttack	23,023	26,599
Byramjee Jeejeebhoy Medical School, Poona	29,653	31,310
Ditto ditto Ahmedabad	24,156	23,844
Berry White Medical School, Dibrugarh	29,062	83,881
Ditto ditto Dacca	32,682	37,222
Medical School, Agra	64,167	73,314
Ditto Royapuram	30.512	32,438
Ditto Vizagapatam	17,265	17,871
Ditto Tanjore	11,598	13,819
Ditto Rangoon	13,459	23,998
Ditto Hyderabad (Sind)	2.917	4,308
Central India Medical School, Indore	12,905	25,335

APPENDIX XXII.

Statement showing Provincial Forest Schools and Classes.

Province.	Locality of schools or classes.	Staff.	Length of course.	Class of students to be trained.	Number of students annually admitted.	REMARKS.
Madras	Coimbatore. *English college.*	1. Principal. 2. Two imperial service instructors. 3. Three provincial assistant instructors.	21 months from 1st July.	Rangers.	Such number as the principal, subject to the orders of government, may from time to time decide.	Opened on 1st July 1912. Also trains students from Coorg.
	2 vernacular classes:— One in the Tamil, one in the Telugu districts.	Two rangers (one acts as drill instructor).	6 months (1st February to 31st July).	Foresters and guards.	A maximum of 30 in each class.	A third vernacular class for Southern Circle has been sanctioned for 3 years at present.
Bombay— (1) Southern Circle.	Belgaum. *Vernacular class.*	Extra assistant conservator.	8 months from about 1st March.	Foresters and guards.	15 or 20	Opened from 3rd March 1908.
(2) Central Circle.	Poona. *Vernacular class.*	Ditto.	Ditto.	Ditto.	10	Opened from 11th June 1908.
(3) Northern Circle.	Thana. *Vernacular class.*	Extra assistant conservator, assisted by a ranger.	Ditto.	Ditto.	25	Opened from 15th June 1908.
Bengal	Kurseong. *English school.*	The divisional forest officer assisted by an instructor, ordinarily an extra assistant conservator of forests.	10 to 12 months from 15th November in each year.	Deputy rangers, foresters and guards.	16	Opened in June 1907. For the present subordinates from Bihar and Orissa are also trained here.
United Provinces	Ramnagar. *Vernacular class.*	A provincial service officer under supervision of conservator, Western Circle.	8 months from 1st November in each year.	Deputy rangers, foresters and guards.	10 or 12	Opened from 1st November 1907.
Punjab	Lahore division. *Practical course.*	Extra assistant conservator assisted by a ranger, working under control of divisional forest officer, Lahore.	9 months, partly in the plains, partly in the hills.	Foresters and guards.	No limit.	Started on 15th April 1909.
Burma	Pyinmana. *English and vernacular school.*	Director. 1st instructor, 2nd instructor, vernacular instructor and assistant vernacular instructor, who also acts as curator.	23½ months each for the English and vernacular courses.	Rangers, deputy rangers, foresters and guards.	A maximum of 10 for the English and 20 for the vernacular course.	Established in 1899 at Tharrawaddy and moved to Pyinmana in November 1910.
Bihar and Orissa	..	..	..	..	..	The forest subordinates of Bihar and Orissa below the rank of ranger are at present trained at the Kurseong Forest School, Bengal.
Central Provinces.	Balaghat. *Vernacular school.*	Director. Instructor (extra assistant conservator of forests), assistant instructor (forest ranger) and drill instructor who also acts as curator (deputy ranger).	Over one year commencing from 1st March in each year.	Deputy rangers, foresters and guards.	30 (7 for each of the three circles, 4 for feudatories or zamindaries in Central Provinces, and 5 for native States in Central India).	Opened in 1907.
Assam	Shillong or any other division that may be selected. *English class.*	A specially deputed assistant conservator, or provincial service officer assisted by a ranger.	12 months from 1st May.	Deputy rangers, foresters and guards.	10	Opened on 15th October 1908 at Kachugaon, and transferred on 1st May 1913 to Shillong.

APPENDIX XXIII.

Figures of veterinary colleges.

Name of College.	Maximum number of students on College rolls during the year					Number of students who graduated.					Expenditure.				
	1907-08.	1908-09.	1909-10.	1910-11.	1911-12.	1907-08.	1908-09.	1909-10.	1910-11.	1911-12.	1907-08.	1908-09.	1909-10.	1910-11.	1911-12.
											Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Madras Veterinary College .	78	74	68	62	51	17	24	12	10	13	9,976 9 8	10,862 2 10	19,169 3 1	36,222 10 3	40,593 12 11
ombay „ „ .	111	107	106	107	88	23	17	20	22	25	(a) 1,12,803 14 9	(b) 53,779 0 0	54,070 12 4	61,233 3 9	56,780 15 10
ngal „ „ .	151	149	162	176	123	37	25	32	35	25	18,582 2 4	41,345 14 11	43,848 2 0	44,057 4 3	45,222 9 1
unjab „ „ .	261	266	249	217	196	71	69	68	62	54	67,640 0 0	77,889 0 0	77,895 0 0	74,449 0 0	73,688 0 0
Total .	601	596	585	562	458	148	135	132	129	117	2,09,002 10 9	1,83,876 1 9	1,94,983 1 5	2,15,962 2 3	2,16,285 5 10

Includes cost of building new college in part.

(b) Figure taken from the civil budget estimate for 1910-11, as no figure is available from the annual report (provincial).

APPENDIX XXIV.

TRAINING INSTITUTIONS IN PROVINCES.

Madras.

Madras has 64 training institutions for men, with 2,829 pupils. It is noticeable that no less than 15 of these institutions are under private management (largely of missions), all but one being in receipt of aid; 31 are managed by government, 18 by local bodies. Educationally they fall into three classes:—

(*a*) Collegiate grade for the training of graduates. Till 1911 there were two institutions under this category—the Saidapet and the Rajahmundry colleges, which together contained 57 students. The Rajahmundry College was always something of a makeshift designed for the convenience of the Northern Circars, from which, previously to the construction of the East Coast Railway, access to Madras was difficult. It 1911 it was closed, and the Saidapet College was strengthened by increase of its staff and enlarged by the addition of the buildings previously occupied by the Agricultural College. In July of that year 100 graduates were admitted at Saidapet, and it is intended that not less than that number shall be trained each year. The diploma is the degree of licentiate of teaching of the Madras University.

(*b*) Secondary grade for under-graduates and those who have passed an examination equivalent to the matriculation or have obtained satisfactory school-leaving certificates. The course is purely professional, is conducted in English and extends over a year. But an important scheme of reorganisation is under consideration, wherein it is proposed to prolong the course to two years, to increase the general knowledge of the teachers under training and to rely on practical training rather than on educational theory for the attainment of teaching skill. There are eight secondary training schools for men, with 154 pupils. The pupils have generally had some experience in teaching before they come to the school and expect afterwards to be employed in the lower classes of secondary schools or as headmasters of elementary schools.

(*c*) Elementary grade for teachers who have not passed the matriculation or an equivalent but, at the highest, the old lower secondary examination. Here the work is done in the vernacular and includes a considerable amount of general education. The pupils are divided into higher elementary and lower elementary according as they have completed the course of an elementary school up to the seventh standard (or up to the third form in a secondary school) or to the fourth standard. There are 45 such schools (including the eight previously specified as belonging to the secondary grade—since all schools have the classes below the grade after which they are named). The pupils number 2,398. After training they are mainly employed in elementary schools, though some teach the lower classes of secondary schools.

Vacation classes for members of the staffs of training schools have been discontinued. It is now permissible to send teachers already in the employ of government or local bodies for training or re-training on their substantive pay or on Rs. 50 a month if they have been selected for employment. Teachers' associations are attached to most of the schools.

Thus, the number of pupils in the collegiate grade has nearly doubled and that in the secondary and elementary grades has risen from 1,451 to 2,552 during the quinquennium. In addition, the courses have been remodelled, the period of training extended, the rules of certification altered and the staffs of the training schools reorganised. Practising schools were previously attached to these institutions. This arrangement was found to react adversely on those under training, because too much of their time was devoted to the classes, too little to the extension of their general knowledge; and on the school pupils, because the teaching was necessarily indifferent. Model schools, with separate staffs of their own, were accordingly substituted for practising schools in 1907-08, and have greatly facilitated the work of training. Building operations were brisk during the first half of the period. Later on these and the provision of hostels on a type-design have been postponed pending the completion of the reorganisation scheme. This scheme, which is still under consideration, contemplates the abolition of the secondary schools and the substitution for them of classes each attached to a college or a high school, also the increase of higher elementary schools and better geographical distribution. "The success of the training school work," says Sir A. Bourne, "as tested by the examinations for teachers' certificates has certainly not been unsatisfactory, the percentage of success both in the final and preliminary examinations having remained throughout the quinquennium at the level of about 70 and 65 for the secondary and elementary teachers respectively." The period has been one of expansion, organisation and the planning of further improvement. The presidency is fortunate in having a special inspector of training and European schools. A feature of some of the schools is that they have good gardens and agricultural instructors posted to them.

The total cost of training masters is Rs. 4,30,093 a year. The average number on the rolls during the last year having been 2,675, the average cost per pupil is Rs. 160, of which Rs. 108 is the cost per pupil to government. The expenditure on stipends amounts to Rs. 66,178; the value of the stipends is Rs. 15 in the collegiate, Rs. 10 in the secondary, Rs. 7 in the elementary grade.

Bombay.

The Bombay University offers no degree for teaching. Hence the course, examination and award of certificates rest wholly with the department, and, though some of the institutions are designated colleges, all figure in the tables under the heading of schools. There is one college for secondary teachers called the Secondary Teachers' Training College and situated at Bombay. The college was opened in 1906. The system of admission has been changed during the quinquennium. Stipendiaries are no longer selected; but the college receives 29 teachers deputed from government schools, and five from aided schools. The record of the institution has been one of sustained progress and success, under somewhat discouraging conditions which will now be removed. At present the college has no building of its own, but occupies two class-rooms in the Elphinstone High School, and lacks hostels* and playground. Its equipment is reported to be good; there are a museum and a collection of examples of art suitable for schools. In two respects, the college has hitherto failed to have its full effect. There are numbers of teachers employed close to the college to whom six different courses on important branches of professional knowledge have been offered free and at convenient hours. "In spite of full advertisement and cordial invitation, the open lectures of the college were completely ignored by the untrained secondary teachers of Bombay." Secondly, the trained teachers go forth as ardent reformers to schools where modern ideas are regarded as heresies and innovations viewed with distrust. This is likely to continue till there has arisen a generation of college-trained headmasters and deputy inspectors.

In addition to the college for secondary teachers, 20 institutions are returned for training male vernacular teachers. Eighteen of these are managed by government, one by the States of Kathiawar, and one is aided. Each of the four divisions and likewise Kathiawar, has a vernacular training

* Since provided.

college for men (and, it may be added, another for women). These training colleges for vernacular teachers are situated at Poona, Dharwar, Ahmedabad, Hyderabad (Sind) and Rajkot. The Central Division has also a training school at Dhulia. The one aided training school is managed by the American Mission at Nagar. Admission to the colleges and schools is limited to those who have passed the vernacular final examination. The course may be of one, two or three years according as a candidate aspires to be held eligible for a rate of pay of Rs. 12, 15 or 20 to 25 a month and is specially selected for the full three years' course by the inspector. The stipends for those under training vary from Rs. 7 to Rs. 10 a month. In addition to these institutions, a special grant was sanctioned towards the close of the period for the instruction of untrained teachers. Classes were experimentally opened to the number of 25—five in the Central, six in the Northern, and 13 in the Southern Division and one in Sind. Only the classes and pupils in the Southern Division are included in the returns, which would otherwise presumably show 31 vernacular training institutions and a larger number of pupils. The length of course and nature of instruction are not described. But in the Southern Division, we learn that a teacher on Rs. 25 manages the class, that each class is attached to an existing school and that a few scholarships are provided.

Thus the total number which has been returned for men's training institutions (including the college for secondary teachers) is 21. The average number of pupils was 1,307. The cost was nearly $2\frac{1}{4}$ lakhs of rupees, of which 2 lakhs were paid from public funds, and over Rs. 13,000 by the native states.

Bengal.

A clear distinction is drawn in Bengal between institutions which train English teachers and those which train vernacular teachers. In the former the courses and examinations are prescribed which lead to the licentiate of teaching and the bachelorship of teaching of the Calcutta University. Vernacular training institutions are of two kinds—training schools (of the first or second grade) and *guru*-training schools. There are also some supplementary forms of instruction and examination.

(*i*) It is noticeable that in Bengal, where higher education looms larger than in any other province, there were no arrangements for the training of teachers of English in secondary schools before the past quinquennium. The university had its courses, the government its schemes. But there were neither instructors nor buildings nor pupils. The original scheme was to found a college at Hooghly and two English normal schools at Dacca and Patna. This scheme underwent modification. Eventually, in 1908, government opened two colleges—the David Hare Training College in Calcutta and the Patna Training College, and an aided college was opened by the London Missionary Society in Calcutta. The direct expenditure on these institutions in 1911-12 was Rs. 45,352, and the number of students 39. The whole of this expenditure was incurred from provincial funds and works out to Rs. 1,163 per student. The David Hare College is the only one which teaches the B. T. course; the other two prepare for the L. T. diploma. At the David Hare College a certain number of places are reserved for private students, *i.e.*, those who are not in government employ. At Patna such students were at first admitted on stipends of Rs. 35 a month, but can now be admitted only when government teachers are not available to fill the vacancies. At the former institution the B. T. class is limited to 20; at the latter 12 may be admitted each year. A government teacher under training draws his full pay. The report states that the limitation of the Patna College to the L. T. is hard on Bihari students, and a passage is recalled from the report of 1907-08 to the effect that the proposal to open a college for English teachers in Calcutta was viewed with dismay by teachers and

educationists in Bihar. "Unless," the quotation proceeds "a similar institution is given to Bihar, the educational disadvantages under which the Biharis at present labour in comparison with the more fortunate races of Lower Bengal will be greatly accentuated." A natural comment is made in the report regarding the small outturn of these institutions. But inspectors speak highly of the work of those who have been trained.

(*ii*) There are eight training schools (exclusive of one managed by the Baptist Mission at Serampore which submits no returns) for teachers of the higher classes of vernacular schools, the vernacular classes of secondary English schools and head teachers of *guru*-training schools. (An additional school is contemplated at Bhagalpur.) Seven are government institutions, situated in Calcutta and at Hooghly, Patna, Ranchi, Cuttack, Motihari and Daltonganj. The only connection with the English training system is that the schools in Calcutta and at Patna are under the superintendence of the principals of the training colleges. The eighth is an aided institution managed by the Church Missionary Society at Krishnagar. The number of pupils appears to be 480. The qualification for admission is the primary examination. The course is of three years. It has already been noticed that English was added during the quinquennium as a subject of instruction. Departmental examinations are held at the end of the second and third years. The stipends number 25 in the larger, 17 in the smaller schools, and are of the value of Rs. 4 a month, save at Ranchi, where Rs. 5 is given. It may at first sight seem curious that the stipend in these schools is lower than that given in the lower class of institutions intended for the training of *gurus*. The reason is that the training schools generally attract youths who are fresh from school and are not already in employ and who can look forward to more lucrative employment than can the teacher of a lower primary school. Indeed it would appear from the report for 1910-11 from the Chhota Nagpur division that this employment is sufficiently attractive to induce competition; for the majority of those who passed out in 1910 were still unemployed. The cost of these schools (apparently excluding that of the Daltonganj school) was Rs. 71,958 of which all save Rs. 5,507 was from provincial funds.

(*iii*) *Guru*-training schools prepare teachers for the great mass of elementary schools—mainly lower primary schools. There has been an enormous expansion of these institutions during the period—from 111 to 204. Of the present number 201 are government institutions and three are under mission management. The number of pupils has risen from 1,424 to 3,012: the expenditure from Rs. 87,020 to Rs. 2,89,759* (inclusive of the Daltonganj training school); the number of passes from 482 to 953. The director has recommended the establishment of 100 additional schools. All the expenditure save about Rs. 14,000 comes from provincial revenues. Each government school has three instructors on Rs. 18, Rs. 10, and Rs. 8 a month. Sixteen stipends ranging from Rs. 5 to Rs. 10 are allowed at each institution and are calculated to cost Rs. 125. An additional Rs. 5 for contingencies brings the monthly cost of a school to Rs. 166. It is not explained why the actual annual cost is so much less than that involved in maintaining 201 schools at this rate. An explanation that suggests itself is that while there were 2,998 pupils in these 201 schools in 1911-12, only 953 completed the full course; others may have relinquished their stipends. The report does not state the

* This figure added to that given for training schools does not quite coincide with the figures given in table IV of the report. But the discrepancy is negligible.

qualifications ordinarily possessed by the pupils admitted (nor does the code lay down anything in particular as the minimum qualification); "it is reported from Burdwan that the passed *gurus* are well versed in the methods of teaching, but so deficient in general knowledge that they cannot apply the methods properly." The course is of one year for those who have passed the middle school examination or standard VI of the new vernacular scheme of education and of two years for others, and comprises general knowledge and art of teaching. Some of the schools are specially arranged for the instruction of *mianjis* (Muhammadan school teachers); and three for aboriginals.

(*iv*) There are special arrangements for the instruction or examination of teachers, both English and vernacular. (*a*) For English teachers there is the examination in English idiom and pronunciation which was formerly the only kind of test prescribed for teachers of this class. Also, inspectors hold half-yearly examinations in teaching with practical tests. The opinion is that these arrangements are useful. (*b*) Similar tests in teaching are held for vernacular masters. It is thought that these could be better conducted at training schools. Courses of six weeks are also arranged at these institutions for teachers of lower classes in secondary schools, subordinate inspecting officers and *guru*-instructors. The plan is unsatisfactory, as it interferes with the regular work. Deputy inspectors collect their inspecting subordinates at centres for practical demonstrations of teaching methods.

United Provinces.

A main item of reform has been the reorganisation of the training college at Allahabad and the foundation of a college at Lucknow for the reception of non-graduate applicants. Both these events took place in 1909. The university, which has instituted a post-graduate degree of licentiate in teaching, demanded a radical revision of arrangements before it would grant affiliation for the purposes of the degree. The college at Allahabad has accordingly received an improved staff, including a principal and a vice-principal in the Indian educational service, enlarged accommodation and a grant for books and appliances. At the same time, owing to the impossibility of efficiently instructing in the same institution M. A.'s and those who had passed only the entrance examination, a new college for undergraduates was opened at Lucknow, with a European principal on special pay.

The arrangement for secondary training accordingly consists of two institutions. The Allahabad College prepares graduates for the university degree of licentiate in teaching. Notwithstanding that special stipends are given, the entries are not numerous, and the qualifications of the entrants are not high. The enrolment is only 26. This is the more to be regretted as the organisation of the college appears to be particularly good and the instruction imparted of a practical nature. The Government High School and the Kayasth Pathshala serve as practising schools. Specialisation in methods applicable to the teaching of particular subjects is encouraged; and a manual course has been provided. "Twenty-five men have passed through the course and, what was perhaps hardly to be looked for, took readily to the work and showed in not a few instances considerable aptitude." All, writes the principal, have "learnt the difference between accuracy and vagueness, they know what perseverance means, and have gained, what most Indian teachers lack, a respect for work done with the hands." The Lucknow College offers 48 stipends—half for those who have passed the intermediate examination, half for matriculates or school-leaving certificate-holders. The course is a departmental one. In the three years during which the college has been at work, 38, 46 and 47 students respectively have completed the course. There is now no lack of applicants. But the material is mediocre—a fact which constitutes a serious drag on the efforts of the instructors. The enrolment of the two colleges is 73, and the average cost of educating a student is Rs. 722.

The organisation for the training of vernacular teachers includes (a) normal schools, (b) training classes, and (c) teachers' meetings.

(a) There are now seven normal schools. They are maintained by government. The decline in the number of pupils from 707 to 466 is due to the policy that has been pursued—the reduction of unwieldy classes for which, especially, adequate provision for practice could not be made, and the decision to train lower primary teachers in separate institutions. The normal school prepares teachers of middle vernacular and headmasters of upper primary schools. For this purpose the reduced classes are sufficient. Mr. de la Fosse says of these schools, " Steps have been taken to improve the system of instruction and training. The revised curriculum, which has come into force, provides a more liberal and suitable intellectual diet. A qualified drawing master has been added to the staff of each school with good results, clay modelling has been successfully introduced, and attempts are being made to introduce more reality into nature study and object-lessons. The standard of the certificate examination has been raised, and stereotyped mechanical methods have been discouraged. But the traditions of a narrow and wooden system of training have taken deep root and are not easily or quickly eradicated; nor can too much be expected from a class of men whose mental outlook is and must remain necessarily circumscribed. The inspector of normal schools notes that 'a genuine taste for reading books outside their course is still to be created among them.' But it must be remembered that their time is very fully occupied with the necessary tasks of their daily round. Nevertheless it is true, as the inspector of Lucknow remarks, that 'their chief defect lies in the meagreness of their educational attainment,' and 'they are notoriously weak in language subjects and in such subjects as history and geography.' The net result of a course in the principles of teaching too often appears to be, not the acquisition of real professional skill, but the absorption of a 'hoard of petty maxims,' which they are unable to apply intelligently. Frequently they do not unlearn the evil of the cramming to which they are exposed at school. The problem is a stubborn one, and the chief hope for the future lies in the gradual filtering into the schools through the staffs of the sounder methods of training now cultivated at the training colleges."

(b) The training of lower primary teachers and of assistants in upper primary schools is carried out in training classes attached to middle vernacular schools. Hence they are under the management of local bodies. A special instructor is attached to each school. It is satisfactory that the qualifications for admission, previously the upper primary certificate, is now in practice the completion of the middle vernacular course; last year only 27 of those admitted had attained a lower standard. Each class is limited to six pupils. The few exceptions to this rule are regarded with disfavour as tending to result in insufficient practice. The stipend is generally Rs. 6, sometimes Rs. 5. The length of the course is one year. In 1907, there were 48 of these classes. So successful has the scheme proved that there are now 109 schools with 649 pupils.* The aim is to give a thoroughly practical training. Recently the system has been introduced in one circle of occasionally setting a pupil-teacher to conduct several classes simultaneously, as this, unfortunately, will be his actual task in the average lower primary school. Equipment and accommodation are said to be generally good, government having given various building grants—Rs. 50,000 in one year alone. The present classes are said to be insufficient to meet the needs of the schools and will become less so as elementary education expands. The existing teachers who are selected for admission to these classes join with reluctance. This is not to be wondered at, as sometimes they have to leave posts of which the pay is higher than the training stipend, and sometimes they return to pay no higher than that which they drew before training or that enjoyed by the untrained. A good example has been set by the Lucknow district, where an initial pay of Rs. 10 is now assured to those who have completed the course.

(c) To make up the deficiency and to instil some ideas of method into the mass of primary teachers who, especially in aided schools, are still

* General table 117 shows 108 schools and an average enrolment of 643 pupils.

untrained, conferences are held, presided over by one of the district inspecting staff. Of the value of these meetings varying opinions are held, and it is remarked that the personal equation of the presiding officer must be a potent factor. The chairman of the Allahabad board, after stating that 245 teachers were summoned to 22 different centres, proceeds—"These conferences give the village teachers chance to discuss the method of teaching and exchange ideas with one another and the inspecting officers. It infuses new life and energy into the teachers and makes them set forth on the new year's work with revived vigour." Other views are less optimistic, and the director remarks, in regard to a proposal that each untrained teacher should attend a meeting each year, that 'new method,' descanted on in the same way by the same officer, might begin to pall at last.

Punjab.

The institution for secondary teachers in the Punjab is the Central Training College, Lahore. It contains classes for graduates and under-graduates. It has been largely reorganised during the period. The clerical and commercial side was abolished, owing to dearth of candidates and difficulty in arranging for sufficiently practical instruction. The college has been popularised in two ways. In the first place, teachers in government and board schools are now permitted to draw their full pay during training, if their salary does not exceed Rs. 40 a month, and three-quarters if it exceeds that sum. In the second place, graduates are no longer required to study for two years, a special one year's course having now been instituted leading up to the B. T. examination. On the other hand, those who have passed only the matriculation examination have now to study for two years in the junior anglo-vernacular course. These changes have considerably increased the number of graduates under training—now 34; and they also ensure for under-graduates a more effective course. The average cost of training a pupil is just over Rs. 317 a year.

The training of vernacular teachers is carried out in five normal schools (one for each division) and in classes attached to vernacular middle schools. In the former, stipends have been raised to Rs. 8 and the course reduced to one year. Candidates for admission must have passed the vernacular middle school examination. The changes just noted and the increase in the pay of primary school teachers have added to the popularity of the normal schools and have attracted a better type of pupil. With the reduction of the period required for obtaining a certificate, the course has been made as simple and practical as possible. It contains some agricultural instruction intended to improve the teaching of object-lessons. The training classes give a short six months' course to untrained assistant teachers in village schools who have not passed beyond the upper primary stage. They have now been opened in a number of districts. The cost of vernacular training is Rs. 69,189, or about Rs. 154 per pupil. Practically the whole amount is met by government. Selected teachers are sent on from normal schools to undergo a higher course in a vernacular class attached to the Central Training College.

Burma.

Training arrangements in Burma require somewhat special notice. As will presently be shown in detail, the bulk of the training is done in normal schools, where the courses lead to three grades of anglo-vernacular and three grades of vernacular certificates. Teachers, however, may compete at the professional test, without normal training; and vernacular teachers do so in considerable numbers. Finally, there is a vernacular pupil-teacher system.

There is no training college. There are eight normal schools—five managed by government and three aided under mission management. The government schools are at Rangoon, Mandalay, Moulmein, Akyab and Toungoo. The normal schools may or may not contain classes for the training both of anglo-vernacular and of vernacular teachers. The courses taught in them have undergone considerable revision.

The main feature of the old anglo-vernacular course was the lack of differentiation between normal and ordinary schools and pupils, professional work being taken out of school-hours, and an ordinary as well as a professional test being prescribed for the students in two of the grades. These grades of certificates were three. The *primary* required for admission a pass by the fifth standard and a pass by the seventh standard before award of certificate. The *secondary* required a pass by the seventh standard for admission and a pass by the entrance (matriculation) before award of the certificate. The *higher* was open to those who had passed the matriculation or a higher university examination, and here alone there was no special literary test at the close of the course. The course of study for each certificate extended over three years, and closed with a written examination in theory and method as well as a practical test, in addition to the ordinary literary tests prescribed for the two lower certificates. Under the reorganisation there are still three grades of certificate, but only two courses, the same course serving for the award of the *primary* and *middle school* certificates. The first of these two courses requires a pass by the seventh standard for admission and extends over two years. The *primary* certificate is awarded to those who in the concluding test deserve no higher recognition but at the same time do not fail. The *middle school* certificate is awarded to those who succeed. The *high school* grade entails a three years' course and, in addition to the middle school certificate, a pass in a special literary examination. The periods are not cumulative—that is to say, a candidate can win the middle school certificate after two years, and the high school certificate after the third year of his training. The literary examinations which close the courses are conducted by the department, those in theory and method by the Educational Syndicate. After passing these, candidates are again tested in practical teaching by the department. The main changes effected are that a candidate (unless a teacher already in service) has to go through a whole-time training course at a normal school, and that special and harder literary tests have been substituted for the seventh standard and the matriculation. Another important reform is that the initial qualification and the minimum age for admission (fifteen years instead of twelve) have been raised in the case of those who subsequently earn primary certificates, while the whole system has been simplified—a two years' course leading to the middle school certificate being now the common groundwork for the other certificates also, a year's special training being merely added in the case of high school certificate candidates. There was previously a system under which untrained candidates could appear at the professional tests. This system was abolished at the end of the last quinquennium, but has now been restored, with this difference, that only teachers may appear, and only under certain conditions. This has greatly reduced the number of such passes, which sank to ten in 1912.

Vernacular certificates were previously of two grades. The *primary* required for admission a pass by the fourth vernacular standard, and involved a course of two years. The *secondary* demanded a fifth standard pass for admission, a course of three years and a pass by the vernacular school seventh standard before award of certificate. These courses also have been reorganised and are now three in number—the *primary; middle school* and *high school*. The qualification for admission to the first two of these courses is the completion of the sixth vernacular standard; and here also the minimum age for admission has been raised to fifteen years. Special and harder literary tests have been substituted for those previously demanded. These and the professional and practical tests are conducted by the department and the Educational Syndicate, as in the case of anglo-vernacular certificates. Here, however, the primary and middle school courses are distinct, being for two and three years respectively, while the high school certificate course requires four years. The distinction has now, as in the case of anglo-vernacular courses, been made complete between ordinary and normal school classes; and, to secure a certificate, whole-time study in the latter is required. The exception is that vernacular teachers who have taught satisfactorily for two years in a recognised school are allowed to appear at the Educational Syndicate's examinations in theory and practice without attending a normal

school. This has not, as in the case of anglo-vernacular examinations, limited the number of candidates, which in 1912 was no less than 897. But stricter conditions have reduced the number of passes—only 158 in 1912. The pupil teacher system still exists. There are 243 pupil teachers. The rules pertaining to them have been revised and efforts have been made to induce them to proceed to vernacular schools, but without much success.

These changes are calculated to remedy the grave defects noticed in the report for 1906-07—" the lowness of the qualifications for admission and the unsuitability of the final literary tests, the unsatisfactory position of the professional work and the misuse of the opportunities that normal schools provided, together with the generally confused exposition of the rules." The inspector of normal schools is enthusiastic on the working of the new system and urges a further stiffening of the standard. A sub-committee of the Educational Syndicate (whose views have not altogether commended themselves to the latter body) does not share this enthusiasm. It disapproves (among other things) of the substitution of special for ordinary literary courses, of the identity of the primary and middle school certificate courses, and (admittedly a just criticism) of the sacrifice of training in practical method to the cramming of literary and theoretical subjects. In antithesis to the sub-committee's recommendation that normal students should be allowed to prepare for the matriculation, high school or intermediate examination synchronously with their professional course, Mr. Covernton remarks that there is a general feeling that adjustment should be in the direction of comparatively short courses of purely professional training after the requisite literary attainments have been acquired in ordinary schools or colleges. " Such a system," he urges, " would provide for sufficiently high literary qualifications, would ensure genuine and practical training, and would be not only simpler than the present complex arrangements, but more in harmony with systems commonly adopted in England and elsewhere."

Owing to various causes, some of which are connected with the reorganisation of the courses, the total number of students in normal schools for men has fallen from 448 in 1906-07 to 329 of whom 42 are women (women being admitted to normal schools for men in Burma, though the compliment is not returned in schools for women). The reduction in the number of stipends (in order to permit their rate being raised from Rs. 7 to Rs. 10) is not responsible for this, since the number of students exceeds the number of stipends available. The cost of the normal schools is over 1½ lakhs of rupees, or about Rs. 465 per pupil. All of the cost save Rs. 10,000 is met from provincial funds. During the last three years the number of those who have, with or without training, passed the certificate examinations of the Educational Syndicate has averaged 97 in the case of anglo-vernacular, and 250 in that of vernacular, teachers. The output appears to provide fairly for anglo-vernacular schools, the number of teachers in which is 1,206, of whom 976 are trained or certificated. The same cannot be said of vernacular schools, where the answering figures are 10,132 and 1,369. There is a trained or certificated teacher for every twenty-five pupils in English-teaching schools (including European schools) and for every 170 pupils in vernacular schools. In addition to these there are some 1¼ million boys and girls who appear not to be at school, for whom, if we allow fifty pupils per teacher, 26,000 teachers are required. " These figures," remarks the director, " will give some idea of the magnitude of one of the problems involved in projects for the general expansion of education."

A new building for one of the government normal schools has been completed and that for another begun during the quinquennium. The school at Rangoon is badly in need of new buildings. The equipment for elementary science is stated to be still very deficient.

Eastern Bengal and Assam.

In Eastern Bengal and Assam the general system is similar to that in Bengal, with a few differences which are noted.

(i) Previous to the quinquennium there was no attempt to train teachers for English schools save that in Assam a small train-

ing school was attached to the government high school at Shillong, and that in Eastern Bengal there were half-yearly examinations in the art of teaching and pronunciation and idiom in English. During the quinquennium, however, a training college was established at Dacca. It is affiliated to the Calcutta University and teaches candidates both for the B. T. degree and for the licentiate in teaching. It is accommodated in its own building with a practising high school. The staff consists of two members of the Indian educational service, two of the provincial service and two of the subordinate service. At the end of the quinquennium it contained 37 students, namely, six teachers in private employ, six candidates for employment and 25 government servants. The majority live in hostels. Teachers in government schools receive full pay, candidates receive stipends of Rs. 20 or Rs. 15, teachers of aided schools make their arrangements with their school committees. The cost in 1911-12 was Rs. 44,523.

(*ii*) There are five divisional vernacular training schools—at Dacca, Rangpur, Chittagong, Jorhat and Silchar. A curriculum for these schools was framed during the quinquennium, including general knowledge, method, practical instruction, physical training, etc. Ordinarily speaking, those are admitted who have passed the middle vernacular standard. But in the two schools in Assam those who have passed the upper primary are also admitted with special sanction. Exclusive of Silchar, for which figures are not given, there were 327 pupils on the rolls at the end of the period. These, if already teachers, receive stipends of Rs. 7 a month; if not, of Rs. 6. The course is of two years, save for teachers already in employ, who undergo a one year's course. The inspectors consider this arrangement is unsatisfactory, and that there should be a return to the three years' course.

(*iii*) Elementary teachers are trained, as in Bengal, in *guru*-training schools. But here, the development has been slightly different from that in Bengal. The number of these schools has not been increased. Instead, the number of stipends tenable in each has been enhanced, new and larger buildings erected, and hostel accommodation added. The system, however, is still recognised as unsatisfactory, and a comprehensive scheme of reform was framed and sanctioned during the quinquennium. The number of schools will not be materially increased. There will be 40 schools, each accommodating 40 pupils with stipends of Rs. 7 in the case of existing teachers and Rs. 6 in the case of candidates. The principal reform, however, is the improvement of the staff. The headmaster will either be a member of the subordinate educational service on an average pay of Rs. 96 instead of the present paltry pay of Rs. 18 a month, or an experienced vernacular teacher on Rs. 30 a month with a special allowance of Rs. 20. The assistants will be on Rs. 30 a month. The course will be of one year for existing teachers or for candidates who have passed the middle vernacular standard. For the rest it will be of two years.

The arrangements in Assam are different. Elementary teachers for schools in the plains are trained in classes attached to the training schools at Jorhat and Silchar. Each of these receives 60 such pupils at a time, on stipends of Rs. 6, or if they are already teachers in board schools, on the pay of their posts. The defect of an otherwise promising system is that the length of the course has been fixed at six months on account of the very large number of teachers who require training. It is a part of a larger scheme which has been sanctioned for the province to establish two new training schools. There is also an apprentice

system which is permitted in the better class of middle vernacular schools. But it is regarded as unsatisfactory and its abolition has been in progress during the quinquennium. Teachers for schools in the hills are taught at special institutions at Tura in the Garo Hills, at Jaiaw (near Shillong) in the Khasi Hills and at Kohima and Impur in the Naga Hills. The first two are government institutions, the second two are under missions.

(*iv*) The special arrangements made for training teachers of Arabic and Persian are described in chapter XI.

The total number of training schools in the province is 55 of which all save the mission schools in Assam are government institutions. The number of pupils is 1,412. The cost of maintaining these schools and also the training college is Rs. 1,72,867 as against Rs. 77,846 expended on training in 1907. The cost is defrayed from provincial revenues save for Rs. 5,360 from mission funds.

Central Provinces.

The training organisation in the Central Provinces consists of a college for the preparation of two grades of anglo-vernacular teachers, and normal schools and training classes for vernacular teachers. Mr. Wright says of the college, "The last year of the quinquennium saw the opening of an institution that has been greatly needed in the Provinces. The training institution of Jubbulpore, while doing good work, was an insufficient instrument for the proper training of secondary teachers. It has been replaced by a training college affiliated to the University of Allahabad for the L. T. degree. The college entertains two classes of students, graduates working for the L. T. degree in a one year's course, and under-graduates working for a teachers' certificate in a two years' course. Scholarships are given to the students. The staff consists of a principal in the Indian educational service and a vice-principal and three professors in the provincial service. A model high school is attached to the college for practising purposes. The institution has made a good start, and its influence should do much for the improvement of anglo-vernacular schools." The number of pupils at the college was 19 in 1911. It is now 29.

Special instruction in the teaching of science is given in courses of a month's duration at the Victoria College of Science, Nagpur.

Normal schools have increased from four to six; and each of the five divisions has now such a school, in addition to which an Urdu normal school has recently been opened at Amraoti. Nevertheless, these schools cannot meet the demand for teachers, and it is proposed to expand them, by opening classes for teachers already in employ and for re-training. The normal school ordinarily admits those who have passed the primary course and instructs them during two years in the two middle vernacular standards at the same time that it trains them as teachers. At the schools in Nagpur and Jubbulpore a new experiment is being tried—the admission of those who have passed the middle standard for a one year's course. This produces annually a larger number of teachers. But it has countervailing objections. The field of recruitment is limited; and the short course is insufficient to produce the necessary metempsychosis. Training classes are attached to vernacular middle schools. "There is a consensus of opinion," says Mr. Wright, "that they are useless as a means of obtaining trained teachers and they are gradually being abolished."

Pupils in training schools for masters have declined from 383 to 364 during the quinquennium.

Coorg.

It is reported that 77 per cent. of the teachers are trained. There is a normal school at Mercara. Secondary teachers are trained at Madras or Calicut.

North-West Frontier Province.

The frontier province has no institution for the training of secondary teachers; this training is carried out in Lahore. The Peshawar Normal School prepares vernacular teachers, offering a course of one year's duration. The number of stipends has been raised from 60 to 100. In the last year there were 59 pupils—the highest number during the period. One of the reasons militating against numbers is the fact that the middle vernacular standard is demanded as the qualification for admission and only about 50 boys in the province pass this examination annually, of whom by no means all seek the profession of teaching. It is hoped that the establishment of the elementary teachers' service and the opening of new middle vernacular schools will overcome this difficulty. In the meantime, a special class has been instituted for those who have completed the upper primary standard and at least two years of approved service. On the opening of this class in 1911, twenty-two candidates joined, of whom all but two passed at the conclusion of the year. The school has recently been located in the Mihman Khana—a fine structure just outside the city walls.

APPENDIX XXV.

WORK IN A NORMAL SCHOOL.

[Extracts from a report by Lala Tara Chand, Headmaster, Lahore Normal School.]

The school session begins on the 11th of May. The whole of the summer term—11th May to 31st July—is devoted to—

(*a*) lectures on the fundamental principles of teaching;

(*b*) hints on the most prominent points of a lesson;

(*c*) model lessons by members of the staff.

The study of the principles of teaching and ability to intelligently apply those principles to the several branches of the primary school course is a subject of which our men are entirely ignorant. Our first duty, therefore, is to arouse their interest in this most important subject. This is done by oral lectures. Each principle is, at first, orally explained and copiously illustrated in simple language familiar to the students. The oral instruction is supplemented by going through the same lesson in the text. The men are then required to make a summary of what they have learnt, in their note-books. Side by side with instruction in the principles of teaching they are given hints on the most prominent points of a lesson, *viz.*, its parts, selection and arrangement of the subject-matter under suitable heads, preparation of notes of a lesson, various kinds of questions and answers, qualities of good questioning, etc. Such oral lectures on method go side by side with a series of model lessons by members of the staff. The lessons of this series are designed to give the men an idea of how the fundamental principles of teaching they have learnt are to be applied in actual teaching. The men are then required to do the work they have seen done before them by members of the staff. The first attempts of the pupils result not infrequently in failure, and constant help of the teacher in charge of the class is, therefore, most essential and is freely given. The mistakes of method and other serious errors are pointed out at the time and duly corrected. The men are thus led on to grapple with difficulties and gradually surmount them. What is aimed at is thorough and comprehensive teaching—quality rather than quantity.

The practical work proceeds more regularly during the winter term after the summer vacation and comprises—

(*a*) criticism lessons by the students to actual classes called from the model school;

(*b*) practical work done by the students as pupil teachers in the model school, under the supervision of regular class teachers;

(*c*) observation lessons attended by the men in the model school.

In order to get the work done under the best possible conditions and with a view to keep the teachers in constant touch both with the theory and practice of the subject, the lessons are supervised by senior members of the staff, each teacher conducting the lessons closely connected with the subjects he is required to teach. This arrangement, besides ensuring efficiency of work done under expert guidance, has the additional advantage of connectedness in teaching. The lessons in each subject are taken one after another in graduated and progressive order, thus giving a distinct idea of the main points to be observed in the teaching of each subject as a whole. During the year under report 325 lessons, *viz.*, 125 objects, 41 on arithmetic, 96 on languages, 38 on geography and 25 on drawing and kindergarten, were given by the candidates to actual classes called from the model school. The practical work done by the men as pupil teachers in the model school was also regular. Each candidate devoted at least one week to actual teaching in the various primary classes, and thus got an opportunity to exercise his freedom in teaching and managing large classes. The men also attended several observation lessons

given by the teachers of the primary department in the central hall of this school.

Geography.—The course in geography includes—

(1) principles of geography, as in Mr. Tydeman's manual;

(2) general geography, as for primary schools;

(3) map-drawings.

The principles, *e.g.*, measurement of air pressure, composition of air, measurement of temperature, etc., are taught by class experiments. The men are then given home exercises on the same, which are dealt with in the class. Along with the principles the continents are studied, and the principles applied. Map-reading also receives attention. Some practical work is also attempted. During the year under report the candidates measured the inclination of the rays of the sun to the earth at the various periods of the year, and recorded the length of the days in different seasons. Also a few selected men plotted curves showing periodic changes in temperature and barometric pressure. Map-drawing from memory has been a special feature. The men were made to draw maps by drawing a central line of the uniform length of 12 units in the case of every map, throwing out perpendiculars of suitable lengths from some of the points of section and joining their ends by suitable curves. The time devoted to this work was about half a period weekly in the school and about two hours a week in the boarding-house. In the class the students drew from the black-board copy on squared map-books, and in the boarding-house on small black-boards. Exercises in each case were carefully corrected, and the result of all this practice was that even the dullest student could draw with fair accuracy maps of the Punjab, India and some of the continents. With a view to make the teaching of this subject still more interesting and attractive M. Muhammad Shafi, M.A., gave the classes in the winter term a magic lantern lecture on "A Voyage from India to England."

Black-board drawing and kindergarten.—The courses in both of these subjects have now been simplified, each consisting of a definite number of typical exercises closely bearing on the subjects included in the primary school course, and adapted to ensure a sufficient amount of practice in drawing sketches of objects, plants, animals, etc., on the black-board for illustrative purposes of teaching. Attention was paid to correlating different occupations—paper-folding, cardboard-modelling and clay-modelling. In clay-modelling care was taken to see that the colours painted on the models were natural and that the models made by the students, as class exercises, were exact copies of the objects.

Practical agriculture and mensuration.—The time allotted to agriculture is three periods a week, two of which are devoted to the study of the principles and one to manual work on the land. The land under cultivation is about 7½ *kanals* and is divided into six plots, two being assigned to each of the three sections, one for cereals and the other for vegetable crops. Each plot again is sub-divided into as many small beds as there are candidates in a section. Each candidate has thus, for independent work, two small beds assigned to him for the cultivation of cereals and vegetables. The work is done under the monitorial system, each monitor having under him a group of six candidates. During the year under report all the crops mentioned in the course were grown by applying different kinds of manures. The different processes and stages of growth were carefully observed by the men and the results recorded by them in their note-books. For surveying operations in practical mensuration the adjoining grounds were utilised. The men also prepared on a small scale maps of *khatauni*, *jamabandi* and *khasra*.

APPENDIX XXVI.

TRAINING OF MISTRESSES.

Madras has 21 institutions for the training of women, of which six are managed by government and 15 by private bodies, all of these save one being in receipt of aid. Four are of the secondary, the remainder of the elementary grade (see appendix XXIV, which describes the system). The most important is the Presidency Training School for Mistresses, which prepares secondary teachers (mainly European and Anglo-Indian) and Tamil and Telugu teachers of the lower grades. Here, as in the case of institutions for male teachers in Madras, organisation and improvement are progressing and in contemplation. The number of pupils is 444, the total annual cost Rs. 87,987. The average number of pupils being 386, the average cost per head is nearly Rs. 228, of which government defrays over Rs. 179 a head. Of this, Rs. 27,849 represents stipends, all of which, save Rs. 48, is paid by government.

There are 14 institutions in *Bombay* for the training of women as vernacular teachers—the four government divisional colleges, a Native State's college at Rajkot, a normal class (reported not to be very successful) under the Karachi municipality, and eight normal schools or classes, apparently all managed by missions, of which two are in receipt of aid. The course may be of any length from one to four years, according as candidates are selected on the results of the examination by the inspector. The stipends, as in the case of colleges for men, are from Rs. 7 to Rs. 10 a month. The number on the roll was 414. The total cost was over Rs. 77,000, of which over half a lakh was defrayed from public funds.

There is no institution in Bengal for the training of secondary mistresses. The need of one is emphasised in the report, and there is a scheme under consideration for such an institution attached to the Calcutta Hindu female training class. The vernacular classes appear to be 14 in number and to contain 171 pupils.* Two of these are managed by government—the Calcutta Hindu female training class, a *purda* institution established in 1908 under a Bengali lady containing seven pupils and costing over Rs. 5,000 a year; and the Badshah Nawab Razvi Training College at Bankipore, opened in 1909 and generously supported by the Maharani of Bettiah. This second is not really a college at all but a training school for primary teachers. It contains 22 pupils (both Hindu and Muhammadan) and costs apparently about Rs. 13,000 a year. The staff is strong and includes a European lady-principal. The other 12 institutions are aided. They are mainly managed by mission bodies. They contain 142 pupils and cost nearly Rs. 40,000 a year, of which Rs. 18,000 is found from subscriptions and nearly Rs. 17,000 from provincial funds. The apparent fall in the number of institutions and pupils is due to amalgamation of some institutions and to the fact that the figures for 1906-07 appear to have included some pupils of practising schools. Several training schools have been abolished, including four which were maintained by government for the wives of schoolmasters and for widows, and the classes in Palamau and Bhagalpur. The former failed; the latter have been replaced by a system under which stipends are given to the female relatives of *gurus* provided the *gurus* educate them to become village schoolmistresses. The report states that the mission training schools aim at producing Christian teachers for mission schools, and that it is therefore to places like the two government schools at Calcutta and Bankipore that we must look for removal of the pressing need of Hindu and Muhammadan teachers. Apart from the paucity of numbers under training, deficiency of attainment among those trained is a serious difficulty. The lady-principal of the Badshah Nawab Razvi College says, "To expect all these women to be trained teachers at the end of two years is absurd. All we can

* These figures are taken from the tables, with which those given in the body of the report appear to be discrepant.

do is to teach them the rudiments, writing and arithmetic, and hope that at the end of their training they will be a little better than they were when they joined the college, if any encouragement is needed in the work, it is found in the eagerness of the women students to learn, and their absolute earnestness in all their studies."

In the *United Provinces* there exist 18 institutions, which contain 161 pupils. Seven of these are managed by government, and one by a board; nine are aided and one is unaided. The previous state of things, which was rather haphazard, has been remedied and the classes have been divided into three grades with suitable courses, the standards for admission being respectively the matriculation examination and the middle and the upper primary courses. The Isabella Thoburn Normal School and the Queen Victoria Girls' High School at Agra contain classes of the highest kind. Five schools (including the Government Normal School at Lucknow, three institutions managed by missions and the high school at Agra) prepare pupils of the second grade type. The third grade course is for classes attached to Government Model Schools. The Isabella Thoburn College has shown much enterprise in developing this work, and has strengthened its staff by adding specialists in kindergarten and science from America. The work of the Government Normal School, the high school at Agra, and the mission school at Moradabad is also well spoken of. As to the classes in model schools, the chief inspectress remarks, "The work done is necessarily of a very elementary type, but there is hope that useful teachers will be produced who will be able to take charge of lower primary and preparatory schools. The value of these classes comes from the fact that the period of training is not so long, so that the supply will increase more quickly and also it is adapted for women not capable of the middle course. Many who would be afraid to go to a large school at a distant centre are willing to take up this humbler course, and the inspectresses' general opinion is that it would be well to multiply these classes till eventually there is one at the headquarters of each district. The rate at which they can be opened depends on the supply of suitable instructors."

The average annual cost per pupil is Rs. 368.

The training of women teachers in the *Punjab* is carried out in six institutions, which, at the end of the period, contained 48 pupils. These are the normal school for women at Lahore and training classes in certain secondary schools. Suitable quarters have been provided for the former, the course has been revised, and admission has been restricted to those who possess a certain amount of education. With a view to stimulating local recruitment, a scheme is under consideration for the appointment of assistant inspectresses, each in charge of a class attached to a secondary school.

There are four normal schools for women teachers in *Burma*. They are managed by mission bodies and are aided. They contain 127 pupils. It has already been stated that 42 women also study in the normal schools for men. Characteristically, the number of women under training is high in proportion of that of men (287); and it has risen considerably during the quinquennium, whereas that of men has fallen. The organisation of courses, etc., is as set forth for men. The cost is Rs. 28,000 (or just over Rs. 229 per pupil), of which nearly Rs. 23,000 is met by government. Excellent new buildings have been erected for the schools at Rangoon, Moulmein and Kemmendine.

In *Eastern Bengal and Assam* there was no provision for training before the quinquennium. A commencement has now been made at the Eden High School at Dacca. There are three classes—English, middle vernacular and upper primary. Pupils in the English class are allowed either to take their training along with the matriculation course, or to take a one year's training course subsequent to matriculation. There are stipends, of Rs. 12 a month in the former case, of Rs. 15 in the second. The middle and upper primary courses are for those who have passed the upper primary or a lower standard; there are eighteen stipends of Rs. 10 each tenable for two years. In all classes the course contains practical teaching, drawing, needlework, physical culture, singing, school hygiene and manual work. The pupils are mainly

Brahmos or Christians. But Hindus have also enrolled themselves, and the opening of a Hindu Widows' Home will, it is hoped, increase their number. In Assam arrangements have been made with the American Baptist Mission at Nowgong, who have received Rs. 15,000 from government for the construction of a building. The Welsh Mission at Shillong has also opened a training class.

There are four normal schools for women in the *Central Provinces*—two under government, two under missions. The government school at Jubbulpore (teaching Hindi) is popular and does good work. That at Amraoti (teaching Marathi) does not attract pupils. There are 59 women under instruction. The annual cost is Rs. 15,628 and is entirely defrayed by government.

PART III.

SUPPLEMENTAL TABLES.

GENERAL STATISTICS.

TABLE 1.—*Area and population included in the educational statistics (taken from the provincial educational reports for 1911-12).*

Province.		Area (in square Miles).			Population.		
		British Territory.	Native States.	Total.	British Territory.	Native States.	Total.
Madras		142,330	161	142,491	41,405,404	13,526	41,418,930
Bombay		123,070	65,756	188,826	19,683,249(*a*)	7,404,546	27,087,795
Bengal		115,792	8,700	124,492	52,668,269	2,355,071	55,023,340
United Provinces		106,380	887	107,267	46,835,108	346,936	47,182,044
Punjab		97,213	..	97,213	19,974,956	..	19,974,956
Burma		164,411	66,428	230,839	10,610,256	1,504,961	12,115,217
Eastern Bengal and Assam		99,103	12,542	111,645	34,018,527	575,835	34,594,362
Central Provinces and Berar		99,823	18,112	117,935	13,916,308	1,683,692	15,600,000
Coorg		1,582	..	1,582	174,976	..	174,976
North-West Frontier Province		13,193	..	13,193	2,196,933	..	2,196,933
Total	1911-12	962,897	172,586	1,135,483	241,483,986	13,884,567	255,368,553
	1906-07	964,073	154,493	1,118,566	229,559,120	11,705,848	241,264,968

(*a*) Includes the population of Camp Baroda.

The area to which the review relates includes all British India except—

Ajmer-Merwara.
Andamans and Nicobars.
Laccadives.
Bangalore (Civil and Military Station).
British Baluchistan.

It includes the following Native States :—

Madras :—Sandur.
Bombay :—Cambay, Cutch, Kathiawar States, Mahi Kantha, Palanpur, Rewa Kantha, Surat Agency, Janjira, Jawhar, Savantvadi, Akalkot, Bhor, Khandesh Agency, Surgana, Kolhapur, S. M. Jaghirs, Savanur, Khairpur (Sind), Satara Agency.
Bengal :—Orissa Tributary Mahals, Chota Nagpur States.
United Provinces :—Benares.
Burma :—Southern Shan States, Chin Hills, Northern Shan States and Pakokku Chin Hills.
Central Provinces :—Makrai, Kawardha, Chhuikhadan, Khairagarh, Nandgaon, Kanker, Sakti, Sarangarh, Raigarh, Udaipur, Jashpur, Surguja, Korea and Changbhakar.
Eastern Bengal and Assam :—Manipur.

The Native States not included in the area to which the Review relates are :—

(1) those that are in direct political relations with the Government of India, *viz.*, Hyderabad, Mysore, Baroda, Kashmir, Baluchistan Agency, Rajputana, Central India, Nepal, Bhutan.

(2) the following :—

Madras :—Travancore, Cochin, Pudukota, Banganapalli.
Bengal :—Sikkim, Kuch-Behar, Bomra, Rairakhol, Sonpur, Patna, Kalahandi, Gangpur, Bonai.
United Provinces :—Rampur, Tehri, Gharwal.
Punjab :—Loharu, Dujana, Pataudi, Kalsia, Nahan, Simla States, Mandi, Suket, Kapurthala, Faridkot, Patiala, Nabha, Jind, Chamba, Bahawalpur, Maler Kotla.
Central Provinces :—Bastar.
Eastern Bengal and Assam :—Hill Tipperah.

TABLE 2.—*Total institutions by periods.*

Province.	1886-7.	1891-2.	1896-7.	1901-2.	1906-7.	1911-12.
Madras	16,717	23,204	26,872	26,491	28,734	31,052
Bombay	10,923	12,274	12,934	12,252	13,967	16,460
Bengal	57,342	67,824	67,847	61,792	44,601	49,815
United Provinces	12,887	10,862	12,506	13,829	15,642	16,563
Punjab	18,730	9,408	8,507	6,853	7,785	7,411
Burma	5,251	12,007	15,820	18,284	21,375	23,211
Eastern Bengal and Assam	2,289	2,800	3,534	3,426	25,846	26,715
Central Provinces and Berar	2,883	3,310	3,885	3,553	3,346	3,972
Coorg	94	104	120	99	119	125
North-West Frontier Province	..	..	..	1,118	1,113	901
Total	127,116	141,793	152,025	147,703	162,528	176,225

TABLE 3.—*Public institutions by periods.*

Province.	1886-7.	1891-2.	1896-7.	1901-2.	1906-7.
Madras	14,929	19,801	21,705	20,792	23,252
Bombay	7,996	9,503	10,102	9,549	11,086
Bengal	53,121	53,956	55,640	51,794	39,815
United Provinces	6,021	5,078	6,876	7,758	11,072
Punjab	2,203	2,354	3,144	3,003	4,074
Burma	5,046	6,183	5,235	4,741	6,210
Eastern Bengal and Assam	2,044	2,502	3,225	3,171	22,135
Central Provinces and Berar	2,853	3,222	3,880	3,546	3,337
Coorg	75	77	79	77	90
North-West Frontier Province	..	..	..	191	265
TOTAL	94,288	102,676	109,886	104,622	121,336

TABLE 4.—*Public institutions by management.*

Province.	Public management.				Private management.		
	Government.	Boards.	Native States.	Total.	Aided.	Unaided.	Total.
Madras	408	4,611	8	5,027	16,356	4,476	20,832
Bombay	82	7,656	2,857	10,595	2,584	249	2,833
Bengal	602	265	182	1,049	34,573	10,334	44,907
United Provinces	195	6,237	53	6,485	4,411	237	4,648
Punjab	62	3,185	..	3,247	1,031	215	1,246
Burma	75	22	..	97	6,439	..	6,439
Eastern Bengal and Assam	271	4,268	27	4,566	16,542	3,442	19,984
Central Provinces and Berar	281	2,704	243	3,228	466	272	738
Coorg	13	70	..	83	7	..	7
North-West Frontier Province	2	248	..	250	60	11	71
TOTAL . 1911-12	1,991	29,266	3,370	34,627	82,469	19,236	101,705
TOTAL 1906-07	1,466	24,255	3,136	28,857	75,608	16,871	92,479
TOTAL 1901-02	979	17,661	3,610	22,250	62,747	19,625	82,372
TOTAL 1896-97	1,152	18,403	2,731	22,286	63,955	23,645	87,600
TOTAL 1891-92	1,397	17,534	2,248	21,179	60,480	21,017	81,497

TABLE 5.—*Public institutions by management and periods.*

—	1886-7.	1891-2.	1896-7.	1901-2.	1906-7.
PUBLIC MANAGEMENT—					
Government	3,718	1,397	1,152	979	1,466
Native State	..	2,248	2,731	3,610	3,136
Board	15,917	17,534	18,403	17,661	24,255
TOTAL	19,635	21,179	22,286	22,250	28,857
PRIVATE MANAGEMENT—					
Aided	57,530	60,480	63,955	62,747	75,608
Unaided	17,123	21,017	23,645	19,625	16,871
TOTAL	74,653	81,497	87,600	82,372	92,479
GRAND TOTAL	94,288	102,676	[illegible]	[illegible]	[illegible]

TABLE 6.—*Public institutions for males and females.*

PROVINCE.	1896-7.		1901-2.		1906-7.		1911-12.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Madras	20,671	1,034	19,780	1,012	22,088	1,164	24,587	1,272
Bombay	9,285	817	8,703	846	10,002	1,084	12,174	1,254
Bengal	52,367	3,273	49,059	2,735	36,479	3,336	42,158	3,798
United Provinces	6,572	304	7,363	395	10,248	824	10,074	1,059
Punjab	2,794	350	2,640	363	3,477	597	3,777	716
Burma	4,946	289	4,361	380	5,659	551	5,896	640
Eastern Bengal and Assam	2,962	263	2,965	206	19,328	2,807	19,567	4,983
Central Provinces and Berar	3,662	218	3,319	227	3,044	293	3,611	355
Coorg	77	2	73	4	85	5	83	7
North-West Frontier Province	..	..	183	8	245	20	292	29
TOTAL	103,336	6,550	98,446	6,176	110,655	10,681	122,219	14,113

TABLE 7.—*Classes of public institutions.*

PROVINCE.	1906-07.						1911-12.					
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	TOTAL.	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	TOTAL.
adras	36	6	774	22,278	158	23,252	32	3	440	25,206	178	25,859
ombay	10	5	517	10,482	72	11,086	11	4	559	12,763	91	13,428
engal	34	15	1,525	37,197	1,044	39,815	32	14	1,629	39,466	4,815	45,956
nited Provinces	29*	9	582	10,312	140	11,072	37*	10	636	10,215	235	11,133
unjab	10†	5	329	3,693	37	4,074	11†	8	364	4,054	56	4,493
urma	2	..	569	5,423	216	6,210	2	..	951	5,316	267	6,536
astern Bengal and Assam	11	3	1,161	20,320	640	22,135	10	5	1,316	22,680	539	24,550
entral Provinces and Berar.	3	3	412	2,902	17	3,337	4	2	441	3,504	15	3,966
oorg	..	..	2	87	1	90	..	..	3	86	1	90
orth-West Frontier Province	1	..	27	236	1	265	1	..	31	288	1	321
TOTAL	136	46	5,898	112,930	2,326	121,336	140	46	6,370	123,578	6,198	136,332

* Includes 8 Oriental Colleges in 1906-07 and 16 in 1911-12.
† Includes 1 Oriental College.

TABLE 8.—*Classes of public institutions by periods.*

Class of Institution.	1886-7.	1891-2.	1896-7.	1901-2.	1906-7.	1911-12.
rts Colleges	89	104	120	145	136	140
sional Colleges	25	37	40	46	46	46
ndary Schools	4,517	4,872	5,267	5,493	5,898	6,370
imary Schools	89,187	97,109	103,920	97,854	112,930	123,578
ecial Schools	470	554	539	1,084	2,326	6,198
	94,288	102,676	109,886	104,622	121,336	136,332

TABLE 9.—*Total pupils including those in private institutions.*

Year.	Madras.	Bombay.	Bengal.	United Provinces.	Punjab.	Burma.	Eastern Bengal and Assam.†	Central Provinces and Berar.	Coorg.	North-West Frontier Province.	Total.
1877-78	255,809	248,140	641,400	301,946	115,563	65,895	34,376	101,443	2,719	..	[illegible]
1878-79	237,838	242,851	727,707	242,580	107,452	76,874	35,300	99,218	2,514	..	[illegible]
1879-80	268,379	275,133	819,030	222,117	100,442	80,374	35,891	106,153	2,565	..	[illegible]
1880-81	327,808	316,974	928,489	225,403	104,923	88,708	40,671	111,772	2,792	..	[illegible]
1881-82	393,683	358,891	1,106,645	225,596	110,427	89,050	46,771	117,693	3,233	..	[illegible]
1882-83	446,324	389,986	1,311,092	233,073	116,070	107,106	50,281	125,784	3,385	..	[illegible]
1883-84	447,786	480,419	1,392,609	308,377	..*	131,870	63,942	129,479	3,859	..	[illegible]
1884-85	430,851	507,947	1,470,180	400,574	269,170	142,999	66,970	138,788	4,246	..	[illegible]
1885-86	455,837	531,127	1,358,029	334,192	268,874	158,932	68,623	145,018	4,448	..	[illegible]
1886-87	488,942	542,036	1,362,102	329,581	281,159	115,462	69,730	150,662	3,870	..	[illegible]
1887-88	505,658	554,398	1,452,945	311,898	286,574	117,341	75,632	152,331	4,067	..	[illegible]
1888-89	552,152	582,853	1,482,150	284,389	284,272	121,672	79,183	153,053	4,533	..	[illegible]
1889-90	600,551	591,627	1,491,023	294,734	257,175	151,825	78,810	155,201	4,544	..	[illegible]
1890-91	644,164	620,498	1,468,943	289,521	245,713	168,449	78,784	161,840	4,795	..	[illegible]
1891-92	693,985	634,438	1,531,965	282,570	260,227	196,028	83,638	168,966	5,004	..	[illegible]
1892-93	734,404	646,382	1,535,056	289,416	251,099	227,558	88,269	188,647	5,436	..	[illegible]
1893-94	749,977	666,034	1,549,267	301,609	261,425	237,550	92,408	202,264	5,701	..	[illegible]
1894-95	764,354	681,941	1,641,519	295,344	258,761	244,734	96,612	200,790	5,715	..	[illegible]
1895-96	791,634	704,217	1,677,002	301,408	265,615	253,629	100,482	203,344	5,778	..	[illegible]
1896-97	822,853	672,705	1,674,775	352,972	265,922	255,137	103,541	203,850	5,115	..	[illegible]
1897-98	828,560	648,641	1,624,815	356,543	262,551	259,649	96,925	192,263	4,328	..	[illegible]
1898-99	840,047	629,718	1,668,785	378,250	261,097	270,257	99,823	194,959	4,105	..	[illegible]
1899-1900	862,991	631,205	1,687,595	425,767	262,319	287,987	107,668	182,456	4,800	..	[illegible]
1900-01	850,224	632,860	1,638,328	433,499	259,164	307,076	109,800	174,091	4,723	..	[illegible]
1901-02	861,641	639,994	1,667,661	452,773	248,123	316,250	108,020	196,099	4,758	26,581	[illegible]
1902-03	885,387	599,708	1,754,655	493,131	269,539	331,525	107,889	212,255	4,762	25,846	[illegible]
1903-04	923,760	578,360	1,892,874	502,882	271,230	347,135	106,280	219,931	4,599	26,439	[illegible]
1904-05	971,242	666,103	1,865,252	502,389	274,963	371,123	108,128	234,859	4,485	27,814	[illegible]
1905-06	976,966	736,209	1,232,278	576,336	274,747	385,214	792,987	224,717	4,666	28,496	[illegible]
1906-07	1,007,118	720,547	1,269,038	606,174	300,237	398,598	815,599	237,439	4,865	29,017	[illegible]
1907-08	1,057,170	749,391	1,338,190	654,527	302,863	423,819	880,631	258,308	5,004	29,243	[illegible]
1908-09	1,099,615	792,559	1,421,389	658,348	302,576	433,211	953,123	276,700	5,792	28,891	[illegible]
1909-10	1,179,048	850,293	1,475,376	647,581	329,466	433,973	954,883	296,305	6,335	30,045	[illegible]
1910-11	1,215,725	868,535	1,518,239	645,787	346,940	429,992	984,213	297,620	6,640	31,891	[illegible]
1911-12	1,280,065	922,877	1,609,360	712,000	381,113	445,255	1,075,124	313,205	6,811	34,913	[illegible]

* Information not available.
† Assam only up to 1904-05.

TABLE 10.—*Male and female pupils, by provinces.*

Province.	1906-07.			1911-12.		
	Male.	Female.	Total.	Male.	Female.	Total.
Madras	842,412	164,706	1,007,118	1,053,380	226,685	[illegible]
Bombay	611,831	108,716	720,547	769,787	153,090	[illegible]
Bengal	1,141,238	127,800	1,269,038	1,415,246	194,114	[illegible]
United Provinces	566,063	40,111	606,174	657,671	54,329	[illegible]
Punjab	262,954	37,283	300,237	327,204	53,909	[illegible]
Burma	335,804	62,794	398,598	365,839	79,416	[illegible]
Eastern Bengal and Assam	736,239	79,360	815,599	921,358	153,766	[illegible]
Central Provinces and Berar	217,805	19,634	237,439	282,358	30,847	[illegible]
Coorg	3,747	1,118	4,865	4,876	1,935	[illegible]
North-West Frontier Province	25,511	3,506	29,017	30,463	4,448	[illegible]
Total	4,743,604	645,028	5,388,632	5,828,182	952,539	[illegible]

TABLE 11.—*Pupils in public and private institutions.*

PROVINCE.	1906-07. Public Institutions.	1906-07. Private Institutions.	1906-07. TOTAL.	1911-12. Public Institutions.	1911-12. Private Institutions.	1911-12. TOTAL.
Madras	875,666	131,452	1,007,118	1,152,886	127,179	1,280,065
Bombay	646,777	73,770	720,547	842,309	80,568	922,877
Bengal	1,215,014	54,024	1,269,038	1,554,917	54,443	1,609,360
United Provinces	536,897	69,277	606,174	621,588	90,412	712,000
Punjab	234,895	65,342	300,237	316,167	64,946	381,113
Burma	227,128	171,470	398,598	270,310	174,945	445,255
Eastern Bengal and Assam	749,687	65,912	815,599	1,025,876	49,248	1,075,124
Central Provinces and Berar	237,100	339	237,439	312,986	219	313,205
Coorg	4,355	510	4,865	6,203	608	6,811
North-West Frontier Province	16,961	12,056	29,017	25,483	9,428	34,911
TOTAL	4,744,480	644,152	5,388,632	6,128,725	651,996	6,780,721

TABLE 12.—*Pupils in public institutions by periods.*

YEAR.	Madras.	Bombay.	Bengal.	United Provinces.	Punjab.	Burma.	Eastern Bengal and Assam. (a)	Central Provinces and Berar.	Coorg.	North-West Frontier Province.	TOTAL.
1883-84	439,219	413,341	1,367,381	248,761	*	127,632	56,858	128,045	3,471	..	2,784,708
1884-85	423,463	437,228	1,442,841	321,121	132,993	137,504	58,755	137,247	3,842	..	3,095,004
1885-86	432,978	460,987	1,328,280	255,330	136,971	156,066	60,828	144,547	3,917	..	2,979,904
1886-87	458,089	476,299	1,316,594	252,526	136,014	112,603	64,904	150,273	3,557	..	2,970,859
1887-88	464,654	484,059	1,356,289	241,650	134,924	113,741	70,482	152,158	3,764	..	3,021,721
1888-89	492,514	507,752	1,364,866	216,897	143,408	89,993	74,799	152,843	4,179	..	3,047,251
1889-90	517,055	523,718	1,352,320	216,062	140,901	108,137	74,089	155,023	4,199	..	3,091,504
1890-91	583,137	553,092	1,336,886	218,267	140,401	128,390	72,995	161,706	4,338	..	3,199,212
1891-92	629,512	566,606	1,392,371	217,378	151,637	143,442	77,901	165,496	4,567	..	3,348,910
1892-93	668,510	575,369	1,400,067	221,022	146,695	131,947	81,882	188,594	4,830	..	3,418,916
1893-94	672,915	594,510	1,413,737	232,806	152,198	138,934	84,764	202,165	4,985	..	3,497,014
1894-95	670,720	607,806	1,501,159	228,948	177,121	132,723	89,710	200,621	5,129	..	3,613,937
1895-96	689,191	627,541	1,537,810	228,343	182,355	143,379	93,682	203,188	5,195	..	3,710,684
1896-97	718,305	601,926	1,548,593	281,461	183,738	149,310	96,660	203,693	4,696	..	3,788,382
1897-98	719,579	580,855	1,504,892	277,866	184,990	143,769	91,064	192,095	3,996	..	3,699,106
1898-99	727,671	558,870	1,546,243	299,068	181,446	143,006	93,872	194,653	3,893	..	3,748,722
1899-1900	745,781	561,708	1,566,018	343,914	186,759	150,470	100,972	182,153	4,336	..	3,842,111
1900-01	731,207	569,133	1,520,137	352,578	189,405	159,394	104,308	173,668	4,156	..	3,803,986
1901-02	740,628	568,902	1,548,022	368,495	182,303	162,748	102,463	195,652	4,325	12,955	3,886,493
1902-03	754,513	530,286	1,637,800	417,432	193,529	173,065	101,097	212,014	4,216	13,468	4,037,420
1903-04	796,891	513,479	1,777,265	428,864	194,915	187,098	100,274	219,807	4,020	13,975	4,236,588
1904-05	841,034	593,431	1,747,369	434,047	199,039	206,209	103,385	234,792	3,968	14,788	4,378,062
1905-06	839,910	660,323	1,175,257	502,139	211,464	214,282	722,371	224,605	4,131	16,164	4,570,646
1906-07	875,666	646,777	1,215,014	536,897	234,895	227,128	749,687	237,100	4,355	16,961	4,744,480
1907-08	932,398	677,147	1,288,541	580,799	244,271	249,400	821,976	258,015	4,543	18,871	5,075,961
1908-09	981,223	715,713	1,368,280	583,733	253,784	262,986	903,773	276,493	5,316	19,235	5,370,476
1909-10	1,051,966	770,435	1,422,419	574,704	276,717	262,968	907,509	296,223	5,731	21,462	5,590,134
1910-11	1,087,562	787,065	1,463,828	573,407	289,618	259,161	936,653	297,514	5,910	23,012	5,723,730
1911-12	1,152,886	842,309	1,554,917	621,588	316,167	270,310	1,025,876	312,986	6,203	25,483	6,128,725

* Information not available.
(a) Assam only up to 1904-05.

TABLE 13.—*Male and female pupils in public institutions by periods.*

PROVINCE.	MALE.				FEMALE.			
	1896-7.	1901-2.	1906-7.	1911-12.	1896-7.	1901-2.	1906-7.	1911-12.
Madras	610,840	622,681	726,926	943,369	107,465	117,947	148,740	[illegible]
Bombay	530,873	487,425	551,345	707,328	71,053	81,477	95,432	[illegible]
Bengal	1,442,674	1,447,700	1,090,128	1,364,946	105,919	100,322	124,886	[illegible]
United Provinces	269,347	351,167	501,745	573,194	12,114	17,328	35,152	[illegible]
Punjab	170,249	167,030	210,853	279,492	13,489	15,273	24,042	[illegible]
Burma	122,901	125,993	168,463	194,401	26,409	36,755	58,665	[illegible]
Eastern Bengal and Assam	88,384	94,050	678,823	880,500	8,276	8,413	70,864	[illegible]
Central Provinces and Berar	189,187	181,419	217,550	282,257	14,506	14,233	19,550	[illegible]
Coorg	3,921	3,420	3,292	4,342	775	905	1,063	[illegible]
North-West Frontier Province	..	12,440	15,707	23,236	..	515	1,254	[illegible]
TOTAL	3,428,376	3,493,325	4,164,832	5,253,065	360,006	393,168	579,648	[illegible]

TABLE 14.—*Pupils (excluding pupils in private institutions) by class of management.*

PROVINCE.	1906-7.							
	PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.			GRAND TOTAL.
	Govern-ment.	Board.	Native States.	TOTAL.	Aided.	Unaided.	TOTAL.	
Madras	28,453	181,070	138	209,661	520,693	145,312	666,005	[illegible]
Bombay	14,244	360,992	138,922	514,158	115,191	17,428	132,619	[illegible]
Bengal	21,989	19,688	8,980	50,657	970,180	194,177	1,164,357	[illegible]
United Provinces	8,168	350,512	369	359,049	166,324	11,524	177,848	[illegible]
Punjab	16,610	149,550	..	166,160	53,802	14,933	68,735	[illegible]
Burma	4,799	3,849	..	8,648	218,480	..	218,480	[illegible]
Eastern Bengal and Assam	15,091	103,596	409	119,096	523,641	106,950	630,591	[illegible]
Central Provinces and Berar	16,656	175,562	19,866	212,084	20,372	4,644	25,016	[illegible]
Coorg	1,317	2,638	..	3,955	364	36	400	[illegible]
North-West Frontier Province	91	12,408	..	12,499	2,817	1,645	4,462	[illegible]
TOTAL	127,418	1,359,865	168,684	1,655,967	2,591,864	496,649	3,088,513	[illegible]

PROVINCE.	1911-12.							
	PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.			GRAND TOTAL.
	Govern-ment.	Board.	Native States.	TOTAL.	Aided.	Unaided.	TOTAL.	
Madras	35,812	274,466	286	310,564	716,375	125,947	842,322	[illegible]
Bombay	15,410	476,587	182,129	674,126	147,326	20,857	168,183	[illegible]
Bengal	38,167	22,590	7,988	68,745	1,188,534	297,638	1,486,172	[illegible]
United Provinces	22,495	398,720	3,948	425,163	182,545	13,880	196,425	[illegible]
Punjab	18,615	201,356	..	219,971	78,375	17,821	96,196	[illegible]
Burma	8,956	2,735	..	11,691	258,619	..	258,619	[illegible]
Eastern Bengal and Assam	24,975	204,339	896	230,210	632,803	162,863	795,666	[illegible]
Central Provinces and Berar	21,710	230,748	24,048	276,106	26,025	10,855	36,880	[illegible]
Coorg	1,820	3,872	..	5,692	511	..	511	[illegible]
North-West Frontier Province	166	17,621	..	17,787	6,183	1,513	7,696	[illegible]
TOTAL	187,726	1,833,034	219,295	2,240,055	3,237,296	651,374	3,888,670	[illegible]

TABLE 15.—*Pupils (excluding pupils in private institutions) by class of management and periods.*

—	1886-7.	1891-2.	1896-7.	1901-2.	1906-7.	1911-12.
PUBLIC MANAGEMENT—						
Government	231,278 (Government and Native State)	104,026	93,307	94,437	127,418	187,726
Native State		134,869	169,271	164,512	168,684	219,295
Board	778,776	883,059	973,910	980,692	1,359,865	1,833,034
TOTAL	1,010,054	1,121,954	1,236,488	1,239,641	1,655,967	2,240,055
PRIVATE MANAGEMENT—						
Aided	1,599,981	1,765,626	2,019,800	2,132,793	2,591,864	3,237,296
Unaided	360,824	461,330	532,094	514,059	496,649	651,374
TOTAL	1,960,805	2,226,956	2,551,894	2,646,852	3,088,513	3,888,670
GRAND TOTAL	2,970,859	3,348,910	3,788,382	3,886,493	4,744,480	6,128,725

TABLE 16.—*Pupils by classes of institutions (excluding private institutions).*

PROVINCE.	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Special schools.	TOTAL.
Madras	4,939	862	110,336	1,029,050	7,699	1,152,886
Bombay	3,719	1,239	74,601	757,130	5,620	842,309
Bengal	9,716	2,184	205,931	1,206,385	130,701	1,554,917
United Provinces	4,656	1,188	97,056	512,293	6,395	621,588
Punjab	2,659	890	99,418	208,679	4,521	316,167
Burma	324	..	85,321	181,406	3,259	270,310
Eastern Bengal and Assam	2,989	167	186,641	815,199	20,880	1,025,876
Central Provinces and Berar	608	106	55,295	256,203	774	312,986
Coorg	..	..	439	5,743	21	6,203
North-West Frontier Province	38	..	9,332	16,054	59	25,483
TOTAL 1911-12	29,648	6,636	924,370	4,988,142	179,929	6,128,725
TOTAL 1906-07	18,918	6,250	713,342	3,937,866	68,104	4,744,480

TABLE 17.—*Pupils by classes of institutions (excluding private institutions).*

YEAR.	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Special schools.	TOTAL.
1879-80	6,738 (Arts and Professional)		253,910	1,637,951	11,485	1,910,084
1880-81	7,098 (Arts and Professional)		272,256	1,850,049	18,114	2,147,517
1881-82	7,582 (Arts and Professional)		224,890	2,153,686	15,771	2,401,929
1882-83	8,451 (Arts and Professional)		239,113	2,494,399	16,506	2,758,469
1883-84	6,626	1,882	345,272	2,420,327	10,601	2,784,708
1884-85	7,444	2,192	403,591	2,669,607	12,170	3,095,004
1885-86	8,127	2,411	418,412	2,537,502	13,452	2,979,904
1886-87	8,764	2,737	429,093	2,513,934	16,331	2,970,859
1887-88	13,189 (Arts and Professional)		441,876	2,550,384	16,272	3,021,721
1888-89	11,250	2,691	452,058	2,563,294	17,958	3,047,251
1889-90	11,219	3,049	469,153	2,587,694	20,389	3,091,504
1890-91	15,588 (Arts and Professional)		468,536	2,694,686	20,402	3,199,212
1891-92	12,983	3,292	473,294	2,837,607	21,732	3,348,910
1892-93	13,387	3,344	488,261	2,890,824	23,100	3,418,916
1893-94	14,360	3,824	507,658	2,947,530	23,642	3,497,014
1894-95	14,422	4,062	525,303	3,046,781	23,369	3,613,937
1895-96	14,705	4,749	533,481	3,132,696	25,053	3,710,684
1896-97	14,420	4,363	535,155	3,209,825	24,619	3,788,382
1897-98	14,842	4,468	551,141	3,104,583	24,072	3,699,106
1898-99	16,041	4,640	566,603	3,133,292	28,146	3,748,722
1899-1900	15,983	4,457	590,183	3,199,574	31,914	3,842,111
1900-01	16,703	4,851	587,158	3,161,337	33,937	3,803,986
1901-02	17,651	5,358	622,768	3,204,336	36,380	3,886,493
1902-03	18,061	5,645	566,990	3,408,359	38,365	4,037,420
1903-04	18,299	6,004	659,742	3,510,274	42,269	4,236,588
1904-05	19,449	6,351	677,182	3,627,263	47,817	4,378,062
1905-06	18,929	5,889	687,166	3,806,584	52,078	4,570,646
1906-07	18,918	6,250	713,342	3,937,866	68,104	4,744,480
1907-08	19,559	5,825	752,003	4,196,584	101,990	5,075,961
1908-09	18,973	5,926	797,460	4,418,368	129,749	5,370,476
1909-10	23,129	6,345	860,513	4,557,307	142,840	5,590,134
1910-11	25,050	6,397	900,520	4,625,890	165,873	5,723,730
1911-12	29,648	6,636	924,370	4,988,142	179,929	6,128,725

TABLE 18.—*Population of all classes by race or creed for 1911-1912.*

Province.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Others.	Total
Madras	40,896	1,150,441	36,817,496	2,742,968	693	488	665,948	[illegible]
Bombay	41,902	203,755	20,990,959	4,901,916	692	83,565	865,006	[illegible]
Bengal	51,440	269,280	42,441,338	9,396,788	52,502	619	2,811,373	[illegible]
United Provinces	41,480	136,469	40,268,552	6,658,373	780	872	75,518	[illegible]
Punjab	34,886	163,220	8,776,622	10,955,721	4,190	626	39,691	[illegible]
Burma	24,539	185,542	396,372	420,777	10,384,579	300	703,108	[illegible]
Eastern Bengal and Assam	7,348	99,311	12,453,068	20,236,802	206,772	31	1,591,030	[illegible]
Central Provinces and Berar	10,810	61,314	12,669,173	583,383	9	1,757	2,273,554	[illegible]
Coorg	345	3,208	138,922	13,143	..	34	19,324	[illegible]
North-West Frontier Province	5,723	862	150,287	2,039,994	..	49	18	[illegible]
TOTAL 1911-12	259,369	2,273,402	175,102,789	57,949,865	10,650,217	88,341	9,044,570	[illegible]
TOTAL 1906-07	224,965	1,684,001	168,837,812	54,311,739	9,410,306	82,492	6,713,653	[illegible]

TABLE 19.—*Pupils in institutions of all classes by race or creed.*

Province.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Others.	Total
Madras	7,469	98,773	1,020,034	146,196	37	86	7,470	[illegible]
Bombay	4,813	20,795	695,431	182,472	7	16,745	2,614	[illegible]
Bengal	8,834	23,814	1,237,659	283,944	1,109	97	53,903	[illegible]
United Provinces	4,647	9,329	562,089	134,393	112	99	1,331	[illegible]
Punjab	2,629	4,514	212,171	159,860	154	92	1,693	[illegible]
Burma	4,029	22,105	4,764	14,553	399,557	63	184	[illegible]
Eastern Bengal and Assam	549	13,544	457,778	575,674	5,891	2	21,686	[illegible]
Central Provinces and Berar	1,399	3,717	243,566	29,234	2,614	273	32,402	[illegible]
Coorg	2	175	6,093	205	..	3	333	[illegible]
North-West Frontier Province	1	39	10,25[illegible]	24,620	..	..	..	[illegible]
TOTAL 1911-12	34,372	196,805	4,449,836	1,551,151	409,481	17,460	121,616	[illegible]
TOTAL 1906-07	30,722*	169,067	3,545,507	1,172,371	368,554	17,019	85,392	[illegible]

* This figure excludes 408 Europeans and Anglo-Indians which were omitted from the Eastern Bengal and Assam return by mistake.

TABLE 20.—*Pupils by languages learnt.*

Province.	English.	A classical language.	A vernacular language.
Madras	156,110	89,660	[illegible]
Bombay	82,844	72,679	[illegible]
Bengal	163,421	151,883	[illegible]
United Provinces	52,899	60,585	[illegible]
Punjab	55,768	101,464	[illegible]
Burma	27,840	204,809	[illegible]
Eastern Bengal and Assam	142,744	180,414	[illegible]
Central Provinces and Berar	18,890	3,709	[illegible]
Coorg	1,412	..	[illegible]
North-West Frontier Province	3,742	15,110	[illegible]
TOTAL 1911-12	705,670	880,313	[illegible]
TOTAL 1906-07	505,922	748,854	[illegible]

TABLE 21.—*Number of pupils under public instruction (otherwise than in private institutions) per mille of population of school-going age.*

PROVINCE.	Boys.	Girls.
Madras	308	66
Bombay	336	68
Bengal	331	45
United Provinces	155	14
Punjab	169	27
Burma	209	85
Eastern Bengal and Assam	331	57
Central Provinces and Berar	242	26
Coorg	297	159
North-West Frontier Province	131	14
TOTAL 1911-12	268	47
TOTAL 1906-07	227	32

TABLE 22.—*Direct expenditure on education by objects, 1911-12.*

PROVINCE.	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.	TOTAL.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	10,10,648	1,88,963	30,56,431	44,47,881	4,00,867	3,48,679	94,53,469
Bombay	5,34,333	4,19,112	30,23,796	58,07,261	3,13,430	6,62,232	1,07,60,164
Bengal	12,64,924	6,82,275	43,73,076	34,02,210	4,42,195	13,57,870	1,15,22,550
United Provinces	9,03,147	4,91,754	28,60,111	18,46,101	1,99,243	3,45,158	66,45,514
Punjab	4,09,562	3,86,035	20,12,508	10,85,801	83,798	2,96,814	42,74,518
Burma	1,31,695	..	19,97,383	7,26,595	1,79,635	84,194	31,19,502
Eastern Bengal and Assam	4,02,930	52,712	24,61,313	21,26,070	1,40,840	3,76,844	55,60,709
Central Provinces and Berar	1,26,628	32,147	8,30,817	11,76,813	75,665	48,576	22,90,646
Coorg	..	..	26,054	31,641	3,483	..	61,178
North-West Frontier Province	14,707	..	1,47,236	75,772	15,312	..	2,53,027
TOTAL 1911-12	47,98,574	22,52,998	2,07,88,725	2,07,26,145	18,54,468	35,20,367	5,39,41,277
TOTAL 1906-07	30,67,006	16,59,887	1,50,87,669	1,55,53,512	11,77,625	23,21,653	3,88,67,352

TABLE 23.—*Direct expenditure on education by sources, 1911-12.*

PROVINCE.	PUBLIC FUNDS.					Fees.	Endowments and other sources.	GRAND TOTAL.
	Provincial revenues.	Municipal funds.	Local funds.	Other public funds.	TOTAL.			
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	26,84,100	2,69,023	10,80,431	..	40,33,554	30,96,021	23,23,894	94,53,469
Bombay	38,24,289	9,38,011	8,24,443	13,12,382	68,99,125	23,40,273	15,20,766	1,07,60,164
Bengal	28,82,710	1,49,144	8,98,666	80,886	40,11,406	53,06,044	22,05,100	1,15,22,550
United Provinces	19,91,893	3,14,724	17,08,434	1,85,662	42,00,713	14,85,963	9,58,838	66,45,514
Punjab	11,20,773	2,67,587	9,08,898	57,203	23,54,461	13,45,456	5,74,601	42,74,518
Burma	10,80,156	3,16,545	3,88,685	..	17,85,386	10,51,301	2,82,815	31,19,502
Eastern Bengal and Assam.	10,39,593	36,940	10,60,920	4,196	21,41,649	27,36,348	6,82,712	55,60,709
Central Provinces and Berar.	6,15,199	2,26,971	9,29,548	49,233	18,20,951	2,19,736	2,49,959	22,90,646
Coorg	28,413	2,227	12,350	312	43,302	12,940	4,936	61,178
North-West Frontier Province.	31,570	51,850	73,119	..	1,56,539	54,636	41,852	2,53,027
TOTAL 1911-12	1,52,98,696	25,73,022	78,85,494	16,89,874	2,74,47,086	1,76,48,718	88,45,473	5,39,41,277
TOTAL 1906-07	1,00,90,662	17,70,210	69,70,332	13,43,994	2,01,75,198	1,21,44,515	65,47,639	3,88,67,352

TABLE 24.—*Indirect expenditure on education by objects, 1911-12.*

PROVINCE.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	TOTAL.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	1,97,571	76,785	7,40,447	1,31,928	11,07,078	2,65,614	15,92,210	41,11[illegible]
Bombay	2,07,618	65,880	5,34,872	2,18,469	12,73,416	1,12,879	4,44,229	28,57[illegible]
Bengal	7,93,974	1,26,045	8,85,539	2,99,797	12,41,758	3,15,183	20,17,588	56,71[illegible]
United Provinces	2,29,886	83,894	5,27,414	2,13,799	19,44,371	2,75,590	8,72,370	41,4[illegible]
Punjab	1,58,421	77,310	2,91,890	2,02,387	9,61,353	1,26,258	7,72,772	25,9[illegible]
Burma	..	79,441	3,61,315	47,741	3,63,646	15,852	7,49,144	16,1[illegible]
Eastern Bengal and Assam	..	93,100	5,20,499	1,43,872	9,73,773	2,11,689	5,42,719	24,8[illegible]
Central Provinces and Berar.	..	50,962	2,07,757	67,366	3,34,445	1,01,139	2,13,126	9,7[illegible]
Coorg	..	..	3,535	3,808	2,400	..	1,933	11,[illegible]
North-West Frontier Province.	..	35,639	12,566	11,055	85,583	17,613	13,015	1,7[illegible]
TOTAL . 1911-12	15,87,470	6,89,056	40,85,834	13,40,222	82,87,823	14,41,817	72,19,106	2,46,51,[illegible]
TOTAL . 1906-07	10,38,312	5,67,629	30,82,165	10,55,168	60,11,662	7,00,088	45,81,297	1,70,3[illegible]

UNIVERSITIES.

TABLE 25.—*Area and population of the territories assigned to the universities of India.*

Province.		Area in square miles.	Population.
CALCUTTA.			
(1) Bengal		115,819	52,668,269
(2) Native States of Bengal		32,773	4,538,161
(3) Eastern Bengal and Assam		99,027	34,018,527
(4) Native States in Eastern Bengal and Assam		12,542	575,835
(5) Burma		230,839	12,115,217
	1911-12	491,000	103,916,009
	1906-07	484,858	96,115,863
MADRAS.			
(1) Madras		142,330	41,405,404
(2) Madras States		10,549	4,811,841
(3) Coorg		1,582	174,976
(4) Hyderabad		82,698	13,374,676
(5) Mysore		29,475	5,806,193
(6) Ceylon		25,332	4,106,350
	1911-12	291,966	69,679,440
	1906-07	290,739	62,909,633
BOMBAY.			
(1) Bombay (including Sind and Aden)		123,059	19,672,642
(2) Bombay States		63,864	7,411,675
(3) Baroda		8,182	2,032,798
	1911-12	195,105	29,117,115
	1906-07	196,924	27,420,901
ALLAHABAD.			
(1) United Provinces of Agra and Oudh (including Native States)		112,346	48,014,080
(2) Central Provinces and Berar		99,823	13,916,308
(3) Central Provinces States		31,174	2,117,002
(4) Ajmer-Merwara		2,711	501,395
(5) Central India Agency		77,367	9,356,980
(6) Rajputana Agency		128,987	10,530,432
	1911-12	452,408	84,436,197
	1906-07	452,830	80,944,432
PUNJAB.			
(1) Punjab		99,779	19,974,956
(2) Punjab States		36,551	4,212,794
(3) North-West Frontier Province		38,918	3,819,027
(4) British Baluchistan		53,821	414,412
(5) Kashmir		84,432	3,158,126
(6) Baluchistan (excluding British Baluchistan)		78,034	396,432
	1911-12	391,535	31,975,747
	1906-07	362,962	30,700,346

TABLE 26.—*Matriculation Examination (boys and girls).*

Province.	Year.	Candidates. Public.	Candidates. Private.	Candidates. Total.	Passes. Public.	Passes. Private.	Passes. Total.	Percentage of Passes. Public	Percentage of Passes. Private.	Percentage of Passes. Total.
Madras	1906-07	7,807	1,045	8,852	2,924	154	3,078	37·5	14·7	34·8
	1911-12	572	8	580	136	1	137	23·8	12·5	23·6
Bombay	1906-07	2,556	1,453	4,009	1,607	281	1,888	62·9	19·3	47·1
	1911-12	3,548	471	4,019	1,841	184	2,025	51·9	39·1	50·4
Bengal	1906-07	3,589	53	3,642	1,987	25	2,012	55·4	47·2	55·2
	1911-12	5,183	129	5,312	3,298	73	3,371	63·6	56·6	63·5
United Provinces	1906-07	1,753	194	1,947	751	21	772	42·8	10·8	39·7
	1911-12	1,850	161	2,011	692	10	702	37·4	6·2	34·9
Punjab	1906-07	2,554	353	2,907	1,316	111	1,427	51·5	31·4	49·1
	1911-12	2,911	301	3,212	1,568	80	1,648	53·8	26·6	51·3
Burma	1906-07	240	11	251	101	4	105	42·1	36·3	41·8
	1911-12	150	14	164	127	7	134	84·7	50·0	81·7
Eastern Bengal and Assam	1906-07	1,790	23	1,813	1,113	8	1,121	62·2	34·8	61·8
	1911-12	3,043	..	3,043	1,960	..	1,960	64·4	..	[illegible]
Central Provinces and Berar	1906-07	351	14	365	117	6	123	33·3	42·8	33·7
	1911-12	726	43	769	273	3	276	37·6	7·0	35·9
Coorg	1906-07	9	2	11	5	..	5	55·5	..	45·5
	1911-12	..	..	..	..	..	..	..	..	..
North-West Frontier Province	1906-07	245	21	266	111	6	117	45·3	28·6	[illegible]
	1911-12	247	23	270	140	9	149	56·7	39·1	55·2
TOTAL	1906-07	20,894	3,169	24,063	10,032	616	10,648	48·0	19·4	44·3
	1911-12	18,230	1,150	19,380	10,035	367	10,402	55·04	31·9	53·7

TABLE 27.—*Intermediate or First Arts Examination.*

Province.	Year.	Candidates. Public.	Candidates. Private.	Candidates. Total.	Passes. Public.	Passes. Private.	Passes. Total.	Percentage of Passes. Public.	Percentage of Passes. Private.	Percentage of Passes. Total.
Madras	1906-07	1,895	553	2,448	699	72	771	37	13	[illegible]
	1911-12	1,514	61	1,575	673	13	686	44	21	[illegible]
Bombay	1906-07	599	72	671	383	30	413	64	42	[illegible]
	1911-12	797	95	892	568	45	613	71	47	[illegible]
Bengal	1906-07	1,838	46	1,884	756	13	769	41	28	[illegible]
	1911-12	3,626	74	3,700	1,755	37	1,792	48	50	[illegible]
United Provinces	1906-07	629	12	641	295	4	299	47	33	[illegible]
	1911-12	989	63	1,052	449	20	469	45	32	[illegible]
Punjab	1906-07	554	90	644	267	26	293	48	29	[illegible]
	1911-12	765	102	867	323	31	354	42	30	[illegible]
Burma	1906-07	70	..	70	19	..	19	24	..	[illegible]
	1911-12	139	11	150	69	4	73	50	36	[illegible]
Eastern Bengal and Assam	1906-07	748	..	748	278	..	278	37	..	[illegible]
	1911-12	1,141	..	1,141	642	..	642	56	..	[illegible]
Central Provinces and Berar	1906-07	106	..	106	34	..	34	32	..	[illegible]
	1911-12	188	14	202	106	7	113	56	50	[illegible]
Coorg	1906-07	..	..	..	..	..	..	..	..	..
	1911-12	..	..	..	..	..	..	..	..	..
North-West Frontier Province	1906-07	10	5	15	3	..	3	30	..	[illegible]
	1911-12	17	5	22	12	4	16	71	80	[illegible]
TOTAL	1906-07	6,449	778	7,227	2,734	145	2,879	42	19	[illegible]
	1911-12	9,176	423	9,601	4,597	161	4,758	50	38	[illegible]

TABLE 28.—*B. A. Examination.*

Province.	Year.	Candidates. Public.	Candidates. Private.	Candidates. Total.	Passes. Public.	Passes. Private.	Passes. Total.	Percentage of Passes. Public.	Percentage of Passes. Private.	Percentage of Passes. Total.
Madras	1906-07	881	308	1,189	487	92	579	55	30	[illegible]
	1911-12	946	355	1,301	671	139	810	71	39	[illegible]
Bombay	1906-07	401	77	478	294	31	325	73	40	[illegible]
	1911-12	506	108	614	377	65	442	74	60	[illegible]
Bengal	1906-07	1,475	93	1,568	342	12	354	23	13	[illegible]
	1911-12	919	64	983	571	28	599	62	44	[illegible]
United Provinces	1906-07	361	14	375	240	5	245	66	36	[illegible]
	1911-12	613	47	660	273	8	281	44	17	[illegible]
Punjab	1906-07	221	95	316	81	14	95	37	15	[illegible]
	1911-12	391	59	450	139	10	149	35	17	[illegible]
Burma	1906-07	16	..	16	8	..	8	50	..	[illegible]
	1911-12	32	1	33	20	1	21	62	100	[illegible]
Eastern Bengal and Assam	1906-07	230	..	230	41	..	41	18	..	[illegible]
	1911-12	200	..	200	123	..	123	61	..	[illegible]
Central Provinces and Berar	1906-07	85	..	85	21	..	21	25	..	[illegible]
	1911-12	91	20	111	45	5	50	49	25	[illegible]
Coorg	1906-07	..	..	..	..	..	..	..	..	[illegible]
	1911-12	..	..	..	..	..	..	..	..	[illegible]
North-West Frontier Province	1906-07	..	4	4	..	..	..	..	..	[illegible]
	1911-12	..	6	6	..	2	2	..	33	[illegible]
TOTAL	1906-07	3,670	591	4,261	1,514	154	1,668	41	26	[illegible]
	1911-12	3,698	660	4,358	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 29.—*B. Sc. Examination.*

Province.	Year.	Candidates. Public.	Candidates. Private.	Candidates. Total.	Passes. Public.	Passes. Private.	Passes. Total.	Percentage of Passes. Public.	Percentage of Passes. Private.	Percentage of Passes. Total.
Madras	1906-07	..	..	..	..	..	..	..	..	..
	1911-12	..	..	..	..	..	..	..	..	..
Bombay	1906-07	12	..	12	10	..	10	83	..	83
	1911-12	31	..	31	26	..	26	84	..	84
Bengal	1906-07	17	..	17	9	..	9	53	..	53
	1911-12	234	6	240	132	2	134	56	33	56
United Provinces	1906-07	22	..	22	11	..	11	50	..	50
	1911-12	104	..	104	45	..	45	43	..	43
Punjab	1906-07	10	3	13	2	1	3	20	33	23
	1911-12	24	..	24	17	..	17	71	..	71
Burma	1906-07	..	..	..	..	..	..	..	..	..
	1911-12	..	..	..	..	..	..	..	..	..
Eastern Bengal and Assam	1906-07	..	..	..	..	..	..	..	..	..
	1911-12	42	..	42	33	..	33	78	..	78
Central Provinces and Berar	1906-07	4	..	4	2	..	2	50	..	50
	1911-12	20	..	20	10	..	10	50	..	50
Coorg	1906-07	..	..	..	..	..	..	..	..	..
	1911-12	..	..	..	..	..	..	..	..	..
North-West Frontier Province	1906-07	..	..	..	..	..	..	..	..	..
	1911-12	..	..	..	..	..	..	..	..	..
TOTAL	1906-07	65	3	68	34	1	35	52	33	51
	1911-12	455	6	461	263	2	265	58	33	57

TABLE 30.—*M. A. Examination.*

Province.	Year.	Candidates. Public.	Candidates. Private.	Candidates. Total.	Passes. Public.	Passes. Private.	Passes. Total.	Percentage of Passes. Public.	Percentage of Passes. Private.	Percentage of Passes. Total.
Madras	1907	..	36	36	..	20	20	..	56	56
	1912	..	58	58	..	27	27	..	46	46
Bombay	1907	63	..	63	42	..	42	67	..	67
	1912	104	1	105	60	1	61	58	100	58
Bengal	1907	180	48	228	74	14	88	41	29	39
	1912	103	158	261	54	99	153	52	63	59
United Provinces	1907	24	4	28	6	1	7	25	25	25
	1912	30	9	39	19	4	23	63	44	59
Punjab	1907	42	8	50	17	1	18	40	12	36
	1912	32	9	41	16	1	17	50	11	41
Burma	1907	..	..	..	..	..	..	..	..	..
	1912	..	..	..	..	..	..	..	..	..
Eastern Bengal and Assam	1907	..	..	..	..	..	..	..	..	..
	1912	..	..	..	..	..	..	..	..	..
Central Provinces and Berar	1907	1	..	1	1	..	1	100	..	100
	1912	1	3	4	..	2	2	..	67	50
Coorg	1907	..	..	..	..	..	..	..	..	..
	1912	..	..	..	..	..	..	..	..	..
North-West Frontier Province	1907	..	..	..	..	..	..	..	..	..
	1912	..	1	1	..	1	1	..	100	100
TOTAL	1907	310	96	406	140	36	176	45	38	43
	1912	270	239	509	149	135	284	56	57	56

TABLE 31.—*Successful candidates in successive examinations of the arts and science courses (taken from the general tables for India).*

Year.	Entrance.	Intermediate.	B. A.	B. Sc.	M. A.	M. Sc.
1908	9,001	3,295	1,787	68	212	6
1909	11,926	3,209	1,878	95	279	8
1910	9,341	3,404	1,150	149	149	10
1911	8,762	4,305	1,293	255	195	18
1912	10,402	4,758	2,477	265	284	47
TOTAL	49,432	18,971	8,585	832	1,110	89
TOTAL OF PREVIOUS QUINQUENNIUM	44,188	14,242	7,435	125	710	..

TABLE 32.—*Comparative statement of the output of graduates, 1892 to 1912 (taken from university calendars)*

	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-01.	1901-02.	1902-03.	1903-04.	1904-05.	1905-06.	1906-07.	1907-08.	1908-09.	1909-10.	1910-11.	1911-12.
[illegible]	912	963	1,339	1,398	1,349	1,354	1,231	1,372	1,480	1,278	1,476	1,374	1,567	1,677	1,778	1,565	1,574	1,869	1,445	1,767	2,235
[illegible]	3	6	3	8	10	12	20	5	10	7	14	24	25	25	30	38	51	101	131	217	280
[illegible]	5	6	6	8	4	8	9	7	16	10	2	3	11	12	13	19	19	10	27	21	26
[illegible]	59	61	46	83	67	64	92	89	84	117	106	122	119	139	157	131	158	134	167	138	156
[illegible]	4	3	5	3	3	1	2	2	3	4	2	2	2	2	..	3	3	1	..	1	..
[illegible]	10	7	11	5	12	9	9	15	13	15	16	25	14	13	13	19	19	20	12	17	29
[illegible]	11	45	11	24	24	11	18	19	34	37	73	44	39	64	65	41	33	43	35	43	16
	1,004	1,091	1,421	1,529	1,469	1,459	1,381	1,509	1,640	1,468	1,689	1,594	1,797	1,932	2,056	1,816	1,857	2,178	1,817	2,204	2,742

[T]ABLE 33.—*Comparative statement of output of graduates for 1911-12, classified by universities and by ratio to population.*

University.	B. A.	B. Sc.	M. B.	L. M. S.	B. O. L.	B. E.	L. C. E.	TOTAL.	Per million of population.
[C]alcutta	633	139	7	64	..	13	..	856	8·2
[M]adras	637	..	2	13	..	8	..	660	9·5
[B]ombay	442	26	4	56	..	8	16	552	18·9
[P]unjab	152	17	13	23	..	..	..	205	6·4
Allahabad	371	98	..	..	..	..	..	469	5·5
TOTAL 1911-12	2,235	280	26	156	..	29	16	2,742	8·6
TOTAL 1906-07	1,565	38	19	131	3	19	41	1,816	6·1

TABLE 34.—*Comparative statement of the output of higher degrees (taken from the university calendars).*

Year.	M. A.	D. Sc.	M. O. L.	LL. B.	M. D.	TOTAL.
1891-92	89	..	1	217	1	308
1892-93	99	..	1	223	..	323
1893-94	105	..	..	237	..	342
1894-95	141	..	1	313	2	457
1895-96	135	..	1	346	..	482
1896-97	132	1	1	441	1	576
1897-98	126	..	..	433	1	560
1898-99	145	..	..	283	..	428
1899-1900	145	1	1	453	..	600
1900-01	155	2	..	473	..	630
1901-02	131	1	..	711	1	844
1902-03	127	..	..	410	..	537
1903-04	130	1	..	531	2	664
1904-05	141	3	1	464	..	609
1905-06	152	3	1	524	..	680
1906-07	195	3	..	638	1	837
1907-08	184	..	..	534	3	721
1908-09	268	..	4	561	1	834
1909-10	105	..	..	480	2	587
1910-11	173	..	..	615	..	788
1911-12	263	..	..	923	2	1,188

[T]ABLE 35.—*Subjects taken by the students who passed the M.A. examination in the quinquennium (taken from the university calendars).*

SUBJECT.	NUMBER OF STUDENTS BY WHOM THE SUBJECT WAS TAKEN.					
	Calcutta.	Madras.	Bombay.	Allahabad.	Punjab.	TOTAL.
English	111	20	81	52	35	299
Sanskrit	38	3	13	4	4	62
Arabic	2	..	..	4	3	9
Pali	6	..	..	..	..	6
Persian	13	..	20	3	..	36
Avesta and Pahlavi	..	..	5	..	..	5
Kanarese	..	..	1	..	..	1
Latin	1	..	7	..	..	8
French	..	..	25	..	..	25
Gujarati	..	..	3	..	..	3
Marathi	..	..	7	..	..	7
Madras Vernaculars	..	6	..	..	..	6
History	55	11	51	14	19	150
Political Economy	31	..	..	2	..	3[illegible]
Philosophy	18	3	23	4	10	5[illegible]
Mental and Moral Science	54	4	..	..	..	5[illegible]
Natural Science	23	12	9	..	..	4[illegible]
Physical Science	87	21	62	2	5	17[illegible]
Mathematics	50	15	5	4	13	8[illegible]
TOTAL 1907—12	489	95	312	89	89	1,07[illegible]
TOTAL 1902—07	388	58	213	70	86	81[illegible]

TABLE 36.—*Scales of fees for university examinations.*

	Examinations.	Calcutta. Old.	Calcutta. New.	Madras. Old.	Madras. New.	Bombay. Old.	Bombay. New.	Allahabad. Old.	Allahabad. New.	Punjab. Old.	Punjab. New.	Remarks.
	Matriculation	10	12	12	12	12	12	10	10	10	12	
	Previous	..	..	..	..	20	20	..	..	..	..	
	Intermediate (F.A.)	20	25	24	24	20	20	20	20	20	22	
	B.A.	30	35	36	36	20	20	30	30	30	30	
	B.A. (Honours)	..	..	*	50	..	..	..	..	..	..	
	M.A.	50	50	50	25	50	50	50	30	50	30	
	D.Lit.	..	..	..	..	..	..	..	..	*	200	
	D.Ph.	*Nil*	100	..	..	..	..	..	..	..	..	
	Matriculation	..	..	..	..	..	..	..	..	5	5	
	Intermediate (F.A.)	..	..	..	..	..	..	..	..	10	10	
	B.O.L.	..	..	..	..	..	..	..	..	15	15	
	M.O.L.	..	..	..	..	..	..	..	..	25	25	
	D.O.L.	..	..	..	..	..	..	..	..	100	100	
	Matriculation	..	..	..	..	..	..	..	..	10	12	
	Intermediate	*Nil*	25	..	..	20	20	..	..	20	22	
	B.Sc.	30	40	..	..	20	20	30	30	30	30	
	M.Sc.	*Nil*	50	..	..	..	..	*	30	*	50	
	D.Sc.	100	100	..	..	..	..	100	50	200	200	
Teaching.	L.T.	*Nil*	30	30	15	..	..	*	20	..	..	
	B.T.	*Nil*	40	..	..	..	..	..	..	*	30	
Law.	F.L.	..	..	30	30	20	25	*	20	*	30	†Preliminary 15
	B.L. or LL.B.	30	45†	30	30	30	25	50	40	50	50	Intermediate 15
	M.L. or LL.M.	*Nil*	100	100	100	*	50	200	100	..	..	Final . 15
	Honours in Law	100	*Nil*	..	..	50	*	100	*	*	100	45
	D.L. or LL.D.	100	100	*Nil*	100	..	..	200	200	200	200	
	Preliminary Examination in Law	..	..	..	..	..	..	..	..	15 or 30	*	
	1st Certificate Examination	..	..	..	..	..	..	..	..	25 or 50	*	
	Licentiate in Law	..	..	..	..	..	..	..	..	50 or 200	*	
Engineering.	F.E.	20	30	20	20	..	..	..	..	16	*	
	L.C.E.	..	..	..	..	55	55	..	..	..	..	Three examinations—
	Certificate Examination	..	..	..	..	..	..	..	..	32	25	1st . . 15 2nd . . 15 3rd . . 25 55
	B.E.	30	40	30	30	*	100(c)	..	..	..	..	(c) Three examinations—
	Honours in Engineering	100	*Nil*	..	..	..	..	..	..	..	..	1st . . 25 2nd . . 25 3rd . . 50
	M.C.E. or M.E.	100	*	..	..	*	50	..	..	..	..	100
	D.Sc.	*	100	..	..	..	..	..	..	..	..	
	B.Agric.	..	..	..	..	50	100	..	..	..	..	Three examinations—
Medicine.	L.M. & S. (a)	50	*Nil*	96	96	75	75	..	..	50	*	1st . . 25
	M.B. (b)	55	55	and C.M. 140	and C.M. 140	*	100	*	90	50	100	2nd . . 25 3rd . . 50
	M.S.	*	100	..	..	*	100	..	..	..	100	100
	M.D.	100	100	100	100	100	100	..	..	100	100	
	Honours in Medicine	50	*	..	..	..	..	..	..	..	..	
	L.S.Sc.	..	..	40	40	..	..	..	..	..	..	
	D.P.H.	*	100	..	..	..	..	..	..	..	..	
	M.O.	*	100	..	..	..	..	..	..	..	..	
	B.Hy.	..	..	..	..	*	50	..	..	..	..	

* No examination.

(a) There are three examinations in Madras and Bombay as follows:—

	Madras.	Bombay.
		Discontinued.
1st Examination	24	25
2nd Examination	36	50
3rd or Final	36	
Total	96	75

(b) There are three examinations in Calcutta, Bombay, Allahabad and Punjab, and four examinations in Madras as follows:—

	Calcutta.	Madras.	Bombay.	Allahabad.	Punjab.
Preliminary	10	..	..	10	..
1st Examination	15	20	25	30	30
2nd Examination	30	30	25	50	30
3rd Examination	..	40	50	..	40
4th Examination	..	50	..	..	..
Total	55	140	100	90	100

In Madras the examination is known as M.B. and C.M.

ARTS COLLEGES.

I

TABLE 37.—*List of colleges (affiliated to universities) by provinces and management (taken from univer[sity] calendars).*

MADRAS.

Names of colleges.	Management.
ARTS COLLEGES.	
A.—COLLEGES FOR MEN.	
FIRST GRADE COLLEGES.	
Presidency College, Madras	Government.
Rajahmundry College, Rajahmundry	Government.
Kumbakonam College, Kumbakonam	Government.
AIDED AND UNAIDED COLLEGES.	
Managed by Committees (non-mission).	
Pachaiyappa's College, Madras	Unaided.
Maharajah's College, Vizianagram	....
Managed by Missions.	
Christian College, Madras	Free Church of Scotland Mission.
Noble College, Masulipatam	Church Missionary Society.
St. Joseph's College, Trichinopoly	Society of Jesus.
S. P. G. College, Trichinopoly	Society for the Propagation of the Gospel.
St. Aloysius' College, Mangalore	Society of Jesus.
SECOND GRADE COLLEGES.	
Government College, Mangalore	Government.
Salem College, Salem	Municipal.
Victoria College, Palghat	Municipal.
Brennen College, Tellicherry	Municipal.
AIDED AND UNAIDED.	
Managed by Committees (non-mission).	
Doveton Protestant College, Madras	Endowed.
Kallikota College, Berhampur	Endowed by the Raja of Kallikot.
Mrs. A. V. Narasinga Rau College, Vizagapatam	Unaided.
Pittapur Rajah's College, Cocanada	Registered under the Indian Companies Act.
The Madura College, Madura	Unaided.
Hindu College, Tinnevelly	Unaided.
Coimbatore College, Coimbatore	Unaided.

MADRAS—*concld.*

Names of colleges.	Management.
ARTS COLLEGES—*concld.*	
A.—COLLEGES FOR MEN—*concld.*	
SECOND GRADE COLLEGES—*concld.*	
AIDED AND UNAIDED.	
Managed by Committees (non-mission)—contd.	
Rajah's College, Parlakimedi	Managed by Court of Wards, through a Council.
The Zamorin College, Calicut	Financed by the Zamorin—managed by a Board.
Managed by Missions.	
Wesley College, Madras	Wesleyan Missionary Society.
American Lutheran Mission College, Guntur . .	American Evangelical Lutheran Mission.
The Elizabeth R. Voorhees College, Vellore . .	American Arcot Mission.
Findlay College, Mannargudi	Wesleyan Mission.
American College, Madura	American Madura Mission.
Church Mission College, Tinnevelly . . .	Church Missionary Society.
Basel German Mission College, Calicut . . .	B. M. Educational Council.
B.—COLLEGES FOR WOMEN.	
SECOND GRADE.	
Sarah Tucker College, Palamcottah . . .	Church Missionary Society.
PROFESSIONAL COLLEGES.	
Teaching.	
Teachers' College, Saidapet	Government.
Law.	
Law College, Madras	Government.
Medicine.	
Medical College, Madras	Government.
Engineering.	
Engineering College, Madras	Government.

BOMBAY.

Names of colleges.	Management.
ARTS COLLEGES.	
FIRST GRADE.	
Government.	
Elphinstone College, Bombay	Government.
Deccan College, Poona	Government.
AIDED AND UNAIDED.	
Managed by Committees (non-mission).	
Gujarat College, Ahmedabad	....
Fergusson College, Poona	Deccan Educational Society.
Dayaram Jethmal Sind College, Karachi	Sind College Association.
Managed by Missions.	
Wilson College, Bombay	United Free Church of Scotland.
St. Xavier's College, Bombay	Society of Jesus.
SECOND GRADE.	
None.	
PROFESSIONAL COLLEGES.	
Engineering.	
College of Science, Poona	Government.
Agriculture.	
Agricultural College, Poona	Government.
Medicine.	
Grant Medical College, Bombay	Government.
Special.	
Prof. Gajjar's Techno-chemical Laboratory, Bombay	....

BENGAL.

ARTS COLLEGES.	
A.—COLLEGES FOR MEN.	
FIRST GRADE COLLEGES.	
Presidency College, Calcutta	Government.
Sanskrit College, Calcutta	Government.
Hughli College	Government.
Krishnagar College	Government.
Patna College	Government.
Ravenshaw College, Cuttack	Government.

BENGAL—*contd.*

Names of colleges.	Management.
ARTS COLLEGES—*contd.*	
A.—COLLEGES FOR MEN—*contd.*	
FIRST GRADE COLLEGES—*concld.*	
AIDED AND UNAIDED.	
Managed by Committees or Councils (non-mission).	
Metropolitan Institution, Calcutta	Originally proprietary, since 1896 under Committee.
City College, Calcutta	Originally proprietary, since 1887 under Council.
Tej Narain Jubilee College, Bhagalpur	Endowed.
Ripon College, Calcutta	Council.
Bangabasi College, Calcutta	Governing Body.
Krishnath College, Berhampur	Financed by the Maharaja of Cossimbazar, managed by a Committee of Management.
Bihar National College, Bankipur	Governing Body.
The Bhumihar Brahman College, Muzaffarpur	Committee.
Mission Colleges.	
The Scottish Churches College, Calcutta	Scottish Churches Mission.
Bishop's College, Calcutta	Society for the Propagation of the Gospel in foreign parts.
St. Columba's College, Hazaribagh	Dublin University Mission.
Wesleyan College, Bankura	Wesleyan Mission.
SECOND GRADE COLLEGES.	
Midnapur College, Midnapur	Municipal Board.
AIDED AND UNAIDED.	
Managed by Committees or Councils (non-mission).	
Diamond Jubilee College, Monghyr	Joint Committee of the Monghyr District Board and Municipality.
The Hindu Academy, Daulatpur	Council.
Central College, Calcutta	Governing Body.
Victoria College, Narail	....
Burdwan Raj College, Burdwan	....
Uttarpara College, Uttarpara, Hooghly	Governing Body.
Krishna Chardra College, Hetampur, Birbhum	Committee.
Mission Colleges.	
London Missionary Society's Institution, Calcutta	London Mission.
St. Xavier's College, Calcutta	Society of Jesus.
Church Missionary Society's College, Calcutta	C. M. S.
Serampore College	College Council.

BENGAL—*concld.*

Names of colleges.	Management.
ARTS COLLEGES—*concld.*	
B.—COLLEGES FOR WOMEN.	
FIRST GRADE COLLEGES.	
Bethune College, Calcutta	Government.
Diocesan College, Calcutta	Community of St. John Baptist.
PROFESSIONAL COLLEGES.	
Teaching.	
David Hare Training College, Calcutta	Government.
Training College, Patna	Government.
London Missionary Society's Training College, Bhawanipore, Calcutta	....
Law.	
University Law College, Calcutta	....
Law College, Patna	Government.
Medicine.	
Medical College, Calcutta	Government.
Engineering.	
Civil Engineering College, Sibpur	Government.

EASTERN BENGAL AND ASSAM.

ARTS COLLEGES.	
FIRST GRADE COLLEGES.	
Dacca College, Dacca	Government.
Rajshahi College	Government.
Chittagong College, Chittagong	Government.
Cotton College, Gauhati	Government.
AIDED AND UNAIDED.	
Managed by Committees (non-mission).	
Brajamohan Institution, Barisal	Governing Body.
Jagannath College, Dacca	Board of Trustees.
SECOND GRADE COLLEGES.	
AIDED AND UNAIDED.	
Managed by Committees or Councils (non-mission).	
The Edward College, Pabna	Originally Proprietary. Managed by a Committee since 1906.
Victoria College, Comilla	Originally proprietary.
The Anandamohan College, Mymensingh	Council.

EASTERN BENGAL AND ASSAM—*concld.*

Names of Colleges.	Management.
ARTS COLLEGES—*concld.*	
SECOND GRADE COLLEGES—*concld.*	
Managed by Committees (non-mission).	
Murarichand College, Sylhet	Committee.
PROFESSIONAL COLLEGES.	
Teaching.	
Training College, Dacca	Government.
Law.	
Law College, Dacca	Government.

BURMA.

ARTS COLLEGES.	
FIRST GRADE.	
Rangoon College	Government.
American Baptist Mission College, Rangoon . .	American Baptist Mission.

UNITED PROVINCES.

ARTS COLLEGES.	
FIRST GRADE COLLEGES FOR MEN.	
Government.	
Muir Central College, Allahabad	Government.
Queen's College, Benares	Government.
AIDED AND UNAIDED.	
Managed by Committees (non-mission).	
Canning College, Lucknow	Supported by the Taluqdars of Oudh.
Muhammadan Anglo-Oriental College, Aligarh .	Supported by the Muhammadan community.
Agra College, Agra	....
Central Hindu College, Benares	....
Meerut College, Meerut	....
Bareilly College, Bareilly	....
Managed by Missions.	
Christian College, Allahabad	American Presbyterian Mission.
St. John's College, Agra	Church Missionary Society.
Christ Church College, Cawnpore	Society for the Propagation of the Gospel.
Reid Christian College, Lucknow. . . .	North India Conference of the Methodist Episcopal Church.

UNITED PROVINCES—concld.

Names of colleges.	Management.
ARTS COLLEGES—*concld.*	
SECOND GRADE COLLEGES FOR MEN.	
Aided and Unaided, managed by Committees (non-mission).	
Kayastha Pathshala, Allahabad	....
European Boys' High School, Allahabad	Committee.
Managed by Missions.	
St. Andrew's College, Gorakhpur	Church Missionary Society.
Ramsay College, Almora	Almora London Missionary Society.
FIRST GRADE COLLEGES FOR WOMEN.	
Isabella Thoburn College, Lucknow	Women's Foreign Missionary Society of the Methodist Episcopal Church of America.
Woodstock College, Mussoorie	Mission.
SECOND GRADE COLLEGES FOR WOMEN.	
All Saints' Diocesan College, Naini Tal	Mission.
European Girls' High School, Allahabad	Committee.
PROFESSIONAL COLLEGES.	
Teaching.	
Higher Grade Training College, Allahabad	Government.
Law.	
University Law College, Allahabad	....
Medicine.	
King George's Medical College, Lucknow	Government.

PUNJAB.

ARTS COLLEGES.	
FIRST GRADE.	
Government.	
Government College, Lahore	....
AIDED AND UNAIDED.	
Managed by Committees (non-mission).	
Dayanand Anglo-Vedic College	Lahore Arya Samaj.
Islamia College, Lahore	Under the control of the Anjuman-i-Himayat-i-Islam, Lahore.
Khalsa College, Amritsar	Principally for the Sikhs.
Dyal Singh College, Lahore	Board of Trustees.
Managed by Missions.	
Forman Christian College, Lahore	Punjab Mission of the American Presbyterian Church.
St. Stephen's College, Delhi	Cambridge Mission.
Gordon Mission College, Rawalpindi	American United Presbyterian Mission.

PUNJAB—*concld.*

Names of colleges.	Management.
ARTS COLLEGES—*concld.*	
SECOND GRADE.	
Aided and Unaided.	
Managed by Committees (non-mission).	
Hindu College, Delhi	....
Managed by Missions.	
Murray College, Sialkot	Punjab Mission of the Church of Scotland.
ORIENTAL COLLEGES.	
Oriental College, Lahore	University.
PROFESSIONAL COLLEGES.	
Law.	
Law College, Lahore	University.
Teaching.	
Central Training College, Lahore	Government.
Medicine.	
Medical College, Lahore	Government.
NORTH-WEST FRONTIER PROVINCE.	
Edwardes Church Mission College, Peshawar (1st grade)	Church Missionary Society.

CENTRAL PROVINCES.

ARTS COLLEGES.	
FIRST GRADE.	
Government College, Jubbulpore	Government.
Victoria College of Science, Nagpore	Government.
AIDED AND UNAIDED.	
Managed by Committees (non-mission).	
Morris College, Nagpore	....
Managed by Missions.	
Hislop College, Nagpore	United Free Church of Scotland.
SECOND GRADE.	
None.	
PROFESSIONAL COLLEGES.	
Teaching.	
Training College, Jubbulpore	Government.

II.

NATIVE STATES INCLUDED IN THE EDUCATIONAL RETURNS.

States.	Names of Colleges.
Kathiawar States	Bahauddin College, Junagadh. Samaldas College, Bhavnagar.
Kolhapur	Rajaram College.

III.

BRITISH TERRITORY EXCLUDED FROM EDUCATIONAL RETURNS.

Rajputana Agency, Government College, Ajmer.

IV.

NATIVE STATES EXCLUDED FROM THE EDUCATIONAL RETURNS.

Hyderabad	Nizam College.
Mysore	Maharaja's College. Central College, Bangalore. St. Joseph's College, Bangalore. Sacred Heart College, Bangalore. Maharani's College, Mysore.
Travancore	Maharaja's College, Trivandrum. Maharaja's College for Girls, Trivandrum. Church Mission College, Kottayam. Scott Christian College, Nagercoil. Training College, Trivandrum. Maharaja's Law College, Trivandrum.
Cochin	Ernakulam College.
Pudukota	Maharaja's College, Pudukota.
Baroda	Baroda College.
Rajputana Agency	Maharaja's College, Jaipur. Jaswant College, Jodhpur.
Central India Agency	Victoria College, Gwalior. Holkar College, Indore. Canadian Mission College, Indore.
Kashmir and Jammu	Sri Partab Hindu College, Srinagar. Prince of Wales College, Jammu.
Patiala	Mohindra College.
Kapurthala	Randhir College.
Bahawalpur	Sadiq-Dane College.
Kooch Behar	Victoria College.

Total of Arts Colleges.

Colleges included in the returns :—

	1st grade.	2nd grade.
Colleges situated in British India included in the returns	71	46
Colleges in Native States included in Bombay returns	2	1
TOTAL OF COLLEGES INCLUDED IN RETURNS	73	47

Colleges excluded from returns :—

	1st grade.	2nd grade.
British territory, Ajmer	1	..
Native States	14	10
TOTAL OF COLLEGES EXCLUDED FROM THE RETURNS IN INDIA	15	10

Other Colleges :—

Oriental	1
Teaching	8
Medical	5
Law	7
Engineering	3
Agricultural	1
TOTAL	25
One Teaching and one Law College at Trivandrum not included in the returns.	2
TOTAL	27

	1st grade.	2nd grade.
TOTAL OF ARTS COLLEGES INCLUDED IN THE RETURNS	73	47
TOTAL OF ARTS COLLEGES IN INDIA EXCLUDED FROM THE RETURNS	15	10
	88	57
TOTAL OF OTHER COLLEGES	27	
GRAND TOTAL	172	

Statement of colleges disaffiliated and affiliated during the quinquennium, 1907—1912.

DISAFFILIATED.

Doveton College, Calcutta.
La Martinière College, Calcutta.
St. Paul's School, Darjeeling.
Duff College, Calcutta.
General Assembly's Institute, Calcutta.
The Madrassa, Calcutta.
Armenian College, Calcutta.
Albert College, Calcutta.
St. Joseph's College, Darjeeling.
Pramatha Manmatha College, Tangail.
Dupleix College, Chandernagore.
St. Peter's College, Tanjore.
Church of Scotland Mission College, Madras.
Wardlaw College, Bellary.
American Baptist Mission College, Ongole.
St. Joseph's College, Cuddalore.
St. Mary's Presentation Convent College, Madras.
Training College, Rajahmundry.
St. Bede's College, Simla.
Bishop Cotton School, Simla.
Auckland House School, Simla.
St. Peter's College, Agra.
St. George's College, Mussoorie.
Diocesan Boys' School, Naini Tal.
Philandar Smith Institute, Naini Tal.

AFFILIATED.

The Scottish Churches College, Calcutta.
Serampore College.
Diocesan (Girls') College, Calcutta.
David Hare Training College, Calcutta.
Training College, Patna.
London Missionary Society's Training College, Bhawanipore.
Training College, Dacca.
University Law College, Calcutta.
Law College, Patna.
Law College, Dacca.
Basel German Mission College, Calicut.
Training College, Trivandrum.
Maharaja's Law College, Trivandrum.
Dyal Singh College, Lahore.
Prince of Wales College, Jammu.
All Saints' Diocesan College, Naini Tal.
Victoria College of Science, Nagpur.
Higher Grade Training College, Allahabad.
Training College, Jubbulpore.
University Law College, Allahabad.
King George's Medical College, Lucknow.

TOTAL—Disaffiliated .	25
Affiliated .	21
Decrease .	4

TABLE 38.—*Arts colleges, by provinces.*

PROVINCE.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	31	35	37	40	36	32
Bombay	9	9	10	10	10	11
Bengal	27	34	38	44	34	32
United Provinces	12	12	16	26	21	21
Punjab	3	6	8	12	9	10
Burma	1	1	2	2	2	2
Eastern Bengal and Assam	..	..	1*	2*	11	10
Central Provinces and Berar	3	3	3	3	3	4
North-West Frontier Province	..	..	..	1	1	1
TOTAL	86	100	115	140	127	123

* Assam only.

TABLE 39.—*Arts colleges, by management and provinces.*

PROVINCE.	1906-07.								1911-12.							
	PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.			Grand Total.	PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.			Grand Total.
	Government.	Board.	Native State.	Total.	Aided.	Un-aided.	Total.		Government.	Board.	Native State.	Total.	Aided.	Un-aided.	Total.	
Madras	4	3	..	7	26	3	29	36	4	3	..	7	22	3	25	32
Bombay	2	..	3	5	5	..	5	10	2	..	3	5	5	1	6	11
Bengal	8	2	..	10	6	18	24	34	7	2	..	9	8	15	23	32
United Provinces	2	..	..	2	9	10	19	21	2	..	..	2	13	6	19	21
Punjab	1	..	..	1	4	4	8	9	1	..	..	1	5	4	9	10
Burma	1	..	..	1	1	..	1	2	1	..	..	1	1	..	1	2
Eastern Bengal and Assam	4	..	..	4	..	7	7	11	4	..	..	4	5	1	6	10
Central Provinces and Berar	1	..	..	1	2	..	2	3	2	..	..	2	2	..	2	4
North-West Frontier Province	..	..	..	..	1	..	1	1	..	..	..	..	1	..	1	1
TOTAL	23	5	3	31	54	42	96	127	23	5	3	31	62	30	92	123

TABLE 40.—*Arts colleges, by management and periods.*

MANAGEMENT.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Public management.						
Government	(a)	23	23	24	23	23
Board	(a)	5	5	5	5	5
Native State	(a)	2	2	3	3	3
TOTAL	32	30	30	32	31	31
Private management.						
Aided	37	44	51	55	54	62
Unaided	17	26	34	53	42	30
TOTAL	54	70	85	108	96	92
GRAND TOTAL	86	100	115	140	127	123

(*a*) Details not available.

TABLE 41.—*Pupils in Arts colleges.*

PROVINCE.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	2,979	3,818	3,540	3,779	4,687	4,939
Bombay	955	1,332	1,064	1,941	2,747	3,719
Bengal	3,215	5,225	6,384	8,150	5,190	9,716
United Provinces	478	1,311	1,446	1,490	2,241	3,324
Punjab	319	462	1,101	1,244	1,508	2,539
Burma	14	44	80	148	135	324
Eastern Bengal and Assam	..	..	27*	97*	1,197	2,989
Central Provinces and Berar	100	232	291	282	274	608
Coorg	..	..	..	..	..	..
North-West Frontier Province	..	..	..	17	22	38
TOTAL	8,060	12,424	13,933	17,148	18,001	28,196

* Assam only.

TABLE 42.—*Male and female pupils in Arts colleges.*

PROVINCE.	1906-07.			1911-12.		
	Male.	Female.	Total.	Male.	Female.	Total.
Madras	4,648	39	4,687	4,893	46	4,939
Bombay	2,690	57	2,747	3,643	76	3,719
Bengal	5,166	24	5,190	9,635	81	9,716
United Provinces	2,203	38	2,241	3,270	54	3,324
Punjab	1,508	..	1,508	2,539	..	2,539
Burma	133	2	135	302	22	324
Eastern Bengal and Assam	1,197	..	1,197	2,989	..	2,989
Central Provinces and Berar	274	..	274	608	..	608
Coorg	..	..	..	..	..	..
North-West Frontier Province	22	..	22	38	..	38
TOTAL	17,841	160	18,001	27,917	279	28,196

TABLE 43.—*Pupils in Arts colleges, by management.*

PROVINCE.	1906-07.								1911-12.							
	PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.			Grand Total.	PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.			Grand Total.
	Government.	Board.	Native State.	Total.	Aided.	Unaided.	Total.		Government.	Board.	Native State.	Total.	Aided.	Unaided.	Total.	
Madras	1,023	308	..	1,331	3,166	190	3,356	4,687	963	241	..	1,204	3,598	137	3,735	[illegible]
Bombay	587	..	281	868	1,879	..	1,879	2,747	628	..	414	1,042	2,674	3	2,677	[illegible]
Bengal	1,388	56	..	1,444	1,059	2,687	3,746	5,190	2,018	92	..	2,110	2,477	5,129	7,606	[illegible]
United Provinces	435	..	..	435	1,331	475	1,806	2,241	492	..	..	492	2,115	717	2,832	[illegible]
Punjab	250	..	..	250	553	705	1,258	1,508	397	..	..	397	929	1,213	2,142	[illegible]
Burma	111	..	..	111	24	..	24	135	283	..	..	283	41	..	41	[illegible]
Eastern Bengal and Assam.	431	..	..	431	..	766	766	1,197	1,530	..	..	1,530	1,394	65	1,459	[illegible]
Central Provinces and Berar.	106	..	..	106	168	..	168	274	232	..	..	232	376	..	376	[illegible]
Coorg	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	[illegible]
North-West Frontier Province.	..	..	..	..	22	..	22	22	..	..	..	..	38	..	38	[illegible]
TOTAL	4,331	364	281	4,976	8,202	4,823	13,025	18,001	6,543	333	414	7,290	13,642	7,264	20,906	[illegible]

TABLE 44.—*Numbers of students in Arts colleges, by management and periods.*

MANAGEMENT.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Public management.						
Government	(*a*)	3,594	3,478	3,926	4,331	6,543
Board	(*a*)	282	199	263	364	333
Native State	(*a*)	89	218	228	281	414
TOTAL	3,070	3,965	3,895	4,417	4,976	7,290
Private management.						
Aided	3,339	5,293	5,927	6,925	8,202	13,642
Unaided	1,651	3,166	4,111	5,806	4,823	7,264
TOTAL	4,990	8,459	10,038	12,731	13,025	20,906
GRAND TOTAL	8,060	12,424	13,933	17,148	18,001	28,196

(*a*) Detailed figures not available.

TABLE 45.—*Number of Arts college students in hostels and boarding houses.*

PROVINCE.	1906-07.	1911-02.
Madras	805	887
Bombay	374	753
Bengal	383	2,378
United Provinces	1,089	1,695
Punjab	951	1,715
Burma	82	138
Eastern Bengal and Assam	251	796
Central Provinces and Berar	100	142
Coorg	..	..
North-West Frontier Province	5	14
TOTAL	4,040	8,518

TABLE 46.—*Number of boys of school-going age, one of whom is in an Arts college.*

PROVINCE.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	..	..	755	608	625
Bombay	..	..	1,029	731	577
Bengal	..	..	711	758	427
United Provinces	..	..	2,562	1,218	803
Punjab	..	..	1,319	1,027	620
Burma	..	..	5,066	6,017	3,071
Eastern Bengal and Assam	..	..	4,645	1,965	888
Central Provinces and Berar	..	..	3,109	3,597	1,916
Coorg	..	..	..	..	..
North-West Frontier Province	..	..	10,229	7,904	4,666
AVERAGE	1,433	1,302	1,079	979	666

TABLE 47.—*Race or creed of male pupils in Arts colleges.*

RACE OR CREED.	1906-07. Number of pupils.	1906-07. Number in 10,000 of school-age population.	1911-12. Number of pupils.	1911-12. Number in 10,000 of school-age population.
Europeans and Anglo-Indians	102	47	134	53
Indian Christians	627	49	779	45
Hindus	15,127	13	23,491	18
Muhammadans	1,468	4	2,761	6
Buddhists	85	1	227	3
Parsis	401	653	477	702
Others	31	·5	48	·6
TOTAL	17,841	10	27,917	14

TABLE 48.—*Numbers of female pupils in Arts colleges.*

PROVINCE.	1906-07.	1911-12.
Madras	39	46
Bombay	57	76
Bengal	24	81
United Provinces	38	54
Punjab	..	..
Burma	2	22
Eastern Bengal and Assam	..	..
Central Provinces and Berar	..	..
Coorg	..	..
North-West Frontier Province	..	..
TOTAL	160	279

TABLE 49.—*Expenditure on Arts colleges.*

(In thousands of rupees.)

PROVINCE.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	4,73	5,54	6,22	6,31	6,54	10,11
Bombay	2,49	3,14	3,70	3,53	4,67	5,3[illegible]
Bengal	5,45	7,07	7,48	8,22	8,08	12,65
United Provinces	1,99	2,35	3,43	4,29	5,21	8,56
Punjab	69	1,04	1,22	1,70	2,34	3,84
Burma	34	43	72	83	78	1,2[illegible]
Eastern Bengal and Assam	..	..	4	16	1,75	4,0[illegible]
Central Provinces and Berar	38	45	50	58	70	1,2[illegible]
Coorg	..	..	..	..	..	..
North-West Frontier Province	..	..	..	1	5	13
TOTAL	16,07	20,02	23,31	25,63	30,12	47,9[illegible]

TABLE 50.—*Expenditure on Arts colleges, by sources.*

(In thousands of rupees.)

Province.	1906-07. Provincial revenues.	Native State revenues.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.	1911-12. Provincial revenues.	Native State revenues.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.
Madras	2,45	..	..	..	2,89	1,20	6,54	3,09	..	..	6	4,16	2,80	10,11
Bombay	1,49	61	6	11	1,77	63	4,67	1,47	68	7	17	2,48	47	5,34
Bengal	3,29	..	1	1	2,64	2,13	8,08	4,12	..	3	1	6,04	2,45	12,65
United Provinces	1,91	8	..	6	1,40	1,76	5,21	3,20	44	15	7	2,32	2,38	8,56
Punjab	81	..	..	2	82	69	2,34	1,19	..	..	2	1,41	1,22	3,84
Burma	50	..	..	..	12	16	78	78	..	..	..	28	26	1,32
Eastern Bengal and Assam	87	..	..	..	57	31	1,75	2,33		..	..	1,43	27	4,03
Central Provinces and Berar	38	..	..	1	12	19	70	77	..	..	..	29	20	1,26
Coorg	..	..	..	..	..	..	..	..	..	..	..	..	..	..
North-West Frontier Province	1	..	..	..	1	3	5	1	..	..	..	2	12	15
TOTAL	11,71	69	7	21	10,34	7,10	30,12	16,96	1,12	25	33	18,43	10,17	47,26

TABLE 51.—*Expenditure on Arts colleges, by sources and periods.*

(In thousands of rupees.)

SOURCES.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Provincial revenues	8,36	8,70	9,63	8,96	11,71	16,96
District and municipal funds	22	30	36	27	28	58
TOTAL PUBLIC	8,58	9,00	9,99	9,23	11,99	17,54
Fees	3,69	6,32	7,43	9,74	10,34	18,43
Other sources	3,80	4,70	5,89(a)	6,66(a)	7,79(a)	11,29(a)
TOTAL PRIVATE	7,49	11,02	13,32	16,40	18,13	29,72
GRAND TOTAL	16,07	20,02	23,31	25,63	30,12	47,26

(a) Includes Rs. 38,833 from Native State revenues in 1896-97, Rs. 45,654 in 1901-02, Rs. 69,023 in 1906-07 and Rs. 1,12,184 in 1911-12.

TABLE 52.—*Income of publicly managed Arts colleges in British India (exclusive of fees).*

(In thousands of rupees.)

PROVINCE.	1906-07. Grants from Provincial, Municipal and Local Boards revenues.	Endowments and subscriptions.	Total.	1911-12. Grants from Provincial, Municipal and Local Boards revenues.	Endowments and Subscriptions.	Total.
Madras	1,37	3	1,40	2,29	3	2,32
Bombay	85	15	1,00	79	15	94
Bengal	3,03	8	3,11	3,59	8	3,67
United Provinces	1,19	1	1,20	1,83	..	1,83
Punjab	65	..	65	98	..	98
Burma	47	..	47	72	..	72
Eastern Bengal and Assam	87	10	97	1,90	11	2,01
Central Provinces and Berar	24	4	28	46	3	49
Coorg	..	..	..	..	..	..
North-West Frontier Province	..	..	..	..	..	..
TOTAL	8,67	41	9,08	12,56	40	12,96

TABLE 53.—*Income of privately managed Arts colleges in British India, exclusive of fees.*

(In thousands of rupees.)

Province.	1906-07.			1911-12.		
	Grants from Provincial, Municipal and Local Boards revenues.	Endowments and subscriptions.	Total.	Grants from Provincial, Municipal and Local Boards revenues.	Endowments and subscriptions.	Total.
Madras	1,09	1,17	2,26	84	2,78	3,62
Bombay	80	49	1,29	92	32	1,24
Bengal	28	2,05	2,33	57	2,37	2,94
United Provinces	78	1,75	2,53	1,59	2,39	3,98
Punjab	17	69	86	23	1,22	1,45
Burma	2	17	19	6	26	32
Eastern Bengal and Assam	..	21	21	43	16	59
Central Provinces and Berar	16	15	31	32	16	48
Coorg	..	..	..	..	..	..
North-West Frontier Province	1	2	3	1	12	[illegible]
TOTAL	3,31	6,70	10,01	4,97	9,78	14,75

TABLE 54.—*Average annual cost of educating a student in an English Arts college.*

Province.	Annual cost.	
	1906-07.	1911-12.
Madras	149	207
Bombay	181	156
Bengal	166	135
United Provinces	247	264
Punjab	158	169
Burma	551	294
Eastern Bengal and Assam	147	141
Central Provinces and Berar	263	214
Coorg	..	..
North-West Frontier Province	213	387
AVERAGE	177	175

TABLE 55.—*Income from fees in Arts colleges.*

Province.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	1,90,527	1,87,453	2,25,838	2,88,692	[illegible]
Bombay	87,281	98,009	1,32,561	1,77,137	[illegible]
Bengal	2,75,505	3,10,506	4,12,528	2,63,803	[illegible]
United Provinces	46,000	72,081	1,04,349	1,39,296	[illegible]
Punjab	25,052	59,358	67,523	82,549	[illegible]
Burma	2,490	4,306	9,981	12,378	[illegible]
Eastern Bengal and Assam	..	666	5,360	56,438	[illegible]
Central Provinces and Berar	4,638	10,370	14,517	12,533	[illegible]
Coorg	..	..	..	..	..
North-West Frontier Province	..	..	844	1,378	[illegible]

TABLE 56.—*Average annual fee per pupil in Arts colleges.*

PROVINCE.	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.
Madras	55·7	69·9	65·9	85·3
Bombay	64·4	70·5	68·8	72·5
Bengal	47·3	48·6	54·3	64·7
United Provinces	51·4	67·7	66·0	71·5
Punjab	55·8	53·9	55·5	61·9
Burma	55·9	65·7	87·2	82·8
Eastern Bengal and Assam	26·6	47·9	47·6	50·2
Central Provinces and Berar	34·7	53·8	46·8	49·6
North-West Frontier Province	..	52·8	59·9	49·8
GENERAL AVERAGE	51·8	57·5	60·7	68·3

TABLE 57.—*Expenditure on scholarships in Arts colleges.*

(In thousands of rupees.)

PROVINCE.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	24	25	27	27
Bombay	26	33	49	47
Bengal	95	1,03	70	1,17
United Provinces	32	40	51	58
Punjab	26	27	33	30
Burma	5	8	7	10
Eastern Bengal and Assam	21	23	31	40
Central Provinces and Berar	6	7	9	15
Coorg	1	1	2	1
North-West Frontier Province	..	·2	·3	·2
TOTAL	2,36	2,67·2	2,79·3	3,45·2

ORIENTAL COLLEGE EXAMINATIONS.

TABLE 58.—*Sanskrit Examinations.*

		No. of Schools.	FIRST EXAMINATION.		SECOND EXAMINATION.		TITLE EXAMINATION.	
			Candidates.	Passes.	Candidates.	Passes.	Candidates.	Passes.
Bengal	1907	415	2,573	813	1,391	420	301	114
	1912	522	2,794	1,525	1,836	1,167	444	235
Eastern Bengal and Assam	1907	218	731	241	296	102	..	..
	1912	..	..	..	..	..	..	..

		No. of Schools.	PROFICIENCY.		HIGH PROFICIENCY.		HONOURS.	
			Candidates.	Passes.	Candidates.	Passes.	Candidates.	Passes.
United Provinces	1907	107	351	123	377	137	99	64
	1912	196	789	210	713	333	222	126
Punjab	1907	8	56	28	22	6	31	19
	1912	1	76	57	54	22	41	10
North-West Frontier Province	1907	..	9	7	6	4	4	1
	1912	..	6	..	7	..	1	..

TABLE 59.—*Arabic Examinations.*

		No. of Schools.	Candidates.
Bengal	1907	3	143
	1912	..	..
Eastern Bengal and Assam	1907	7	250
	1912	..	..

		No. of Schools.	PROFICIENCY.		HIGH PROFICIENCY.		HONOU[RS]
			Candidates.	Passes.	Candidates.	Passes.	Candidates.
United Provinces	1907	9	14	7	1	1	..
	1912	7	29	17	8	5	..
Punjab	1907	2	11	..	6	5	19
	1912	1	7	2	14	10	29

SECONDARY SCHOOLS.

TABLE 60.—*Number and strength of secondary English schools for boys by grades.*

Province.		1906-07.			1911-12.		
		High English.	Middle English.	Total.	High English.	Middle English.	Total.
Madras	S.	171	292	463	168	207	375
	P.	57,642	31,748	89,390	71,545	31,341	102,886
Bombay	S.	114	331	445	129	351	480
	P.	31,842	20,450	52,292	41,429	26,145	67,574
Bengal	S.	397	651	1,048	398	796	1,194
	P.	80,092	45,833	125,925	102,848	69,729	172,577
United Provinces	S.	108	90	198	115	74	189
	P.	24,460	9,431	33,891	34,169	10,804	44,973
Punjab	S.	(*a*) 93	86	179	101	93	194
	P.	30,652	15,460	46,112	47,662	23,289	70,951
Burma	S.	(*b*) 18	67	85	(*c*) 27	86	113
	P.	7,384	11,513	18,897	8,814	13,506	22,320
Eastern Bengal and Assam	S.	212	511	723	224	741	965
	P.	47,130	41,973	89,103	74,557	88,455	163,012
Central Provinces and Berar	S.	30	96	126	35	111	146
	P.	2,025	10,649	12,674	3,105	12,730	15,835
Coorg	S.	1	1	2	1	1	2
	P.	301	130	431	207	148	355
North-West Frontier Province	S.	12	4	16	12	4	16
	P.	3,492	923	4,415	5,146	1,439	6,585
TOTAL	S.	1,156	2,129	3,285	1,210	2,464	3,674
	P.	285,020	188,110	473,130	389,482	277,586	667,068

(*a*) Excludes 1 vernacular high school with 51 pupils.
(*b*) Excludes 8 vernacular high schools with 992 pupils.
(*c*) Excludes 9 vernacular high schools with 1,080 pupils.

TABLE 61.—*Secondary English schools for boys by periods.*

Province.		1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	S.	507	491	394	437	463	375
	P.	50,246	49,022	60,471	74,514	89,390	102,886
Bombay	S.	337	352	403	427	445	480
	P.	35,094	39,368	32,878	43,397	52,292	67,574
Bengal	S.	1,016	1,195	1,335	1,481	1,048	1,194
	P.	115,310	135,934	153,298	191,648	125,925	172,577
United Provinces	S.	133	139	169	194	198	189
	P.	22,770	21,909	24,411	26,537	33,891	44,973
Punjab	S.	109	135	191	239	179	194
	P.	25,962	30,484	39,535	44,898	46,112	70,951
Burma	S.	43	57	67	76	85	113
	P.	6,026	7,657	9,174	13,321	18,897	22,320
Eastern Bengal and Assam	S.	60	67	87	101	723	965
	P.	6,996	7,451	8,562	11,207	89,103	163,012
Central Provinces and Berar	S.	93	104	112	123	126	146
	P.	8,809	9,638	10,728	12,404	12,674	15,835
Coorg	S.	3	3	2	2	2	2
	P.	441	500	647	522	431	355
North-West Frontier Province	S.	..	..	..	17	16	16
	P.	..	..	..	3,739	4,415	6,585
TOTAL	S.	2,301	2,543	2,760	3,097	3,285	3,674
	P.	271,654	301,963	339,704	422,187	473,130	667,068

TABLE 62.—*High schools for boys (English and Vernacular) by periods.*

PROVINCE.		1891-92.	1896-97.	1901-02.	1906-07.	1911-1
Madras	S.	136	133	157	171	1
	P.	24,002	35,666	45,643	57,642	71,5
Bombay	S.	72	89	105	114	1
	P.	22,406	15,856	25,419	31,842	41,4
Bengal	S.	368	393	535	397	3
	P.	77,433	83,640	122,271	80,092	102,8
United Provinces	S.	80	97	101	108	1
	P.	16,019	17,334	17,323	24,460	34,1
Punjab	S.	54	74	97	94	1
	P.	16,639	21,826	25,425	30,703	47,6
Burma	S.	11	13	15	26	
	P.	3,398	4,112	5,911	8,376	9,8
Eastern Bengal and Assam	S.	18	21	23	212	2
	P.	3,452	3,931	5,143	47,130	74,5
Central Provinces and Berar	S.	14	19	24	30	
	P.	1,040	1,304	1,580	2,025	3,
Coorg	S.	2	1	1	1	
	P.	304	324	265	301	
North-West Frontier Province	S.	..	..	12	12	
	P.	..	..	2,905	3,492	5,
TOTAL	S.	755	840	1,070	1,165	1,
	P.	164,693	183,993	251,885	286,063	300,

TABLE 63.—*Middle English schools for boys by periods.*

PROVINCE.		1891-92.	1896-97.	1901-02.	1906-07.	191
Madras	S.	355	261	280	292	31
	P.	25,020	24,805	28,871	31,748	
Bombay	S.	280	214	322	331	26
	P.	16,962	17,022	17,978	20,450	
Bengal	S.	827	942	946	651	69
	P.	58,501	69,658	69,377	45,833	
United Provinces	S.	59	72	93	90	10
	P.	5,890	7,077	9,214	9,431	
Punjab	S.	82	119	144	86	23
	P.	13,901	17,339	19,599	15,460	
Burma	S.	46	54	61	67	13
	P.	4,259	5,062	7,410	11,513	
Eastern Bengal and Assam	S.	49	66	78	511	88
	P.	3,999	4,631	6,064	41,973	
Central Provinces and Berar	S.	90	93	99	96	1
	P.	8,598	9,424	10,824	10,649	
Coorg	S.	1	1	1	1	
	P.	196	323	257	130	
North-West Frontier Province	S.	..	..	6	4	
	P.	..	..	967	923	
TOTAL	S.	1,789	1,922	2,030	2,129	2
	P.	137,326	155,841	170,561	188,110	

TABLE 64.—*Secondary English schools for boys classified according to management.*

Province.		1906-07. Government.	Board.	Native State.	Aided.	Unaided.	Total.	1911-12. Government.	Board	Native State.	Aided.	Unaided.	Total.
Madras	S.	11	111	1	264	76	463	6	84	1	265	19	375
	P.	2,035	16,519	110	53,865	16,861	89,390	1,347	18,501	98	79,123	3,817	102,886
Bombay	S.	26	65	118	158	78	445	26	63	126	179	86	480
	P.	8,127	4,140	10,081	20,633	9,311	52,292	8,516	4,967	14,024	27,649	12,418	67,574
Bengal	S.	42	35	18	682	271	1,048	46	52	21	752	323	1,194
	P.	9,791	3,711	1,739	65,873	44,811	125,925	13,462	5,940	2,330	90,940	59,905	172,577
United Provinces	S.	1	54	1	103	39	198	47	12	2	101	27	189
	P.	486	9,979	344	18,769	4,313	33,891	12,928	2,113	513	24,452	4,967	44,973
Punjab	S.	33	58	..	62	26	179	31	67	..	75	21	194
	P.	11,993	12,684	..	14,437	6,998	46,112	14,081	20,186	..	28,876	7,808	70,951
Burma	S.	12	16	..	57	..	85	28	7	..	78	..	113
	P.	2,026	3,796	..	13,075	..	18,897	5,126	1,584	..	15,610	..	22,320
Eastern Bengal and Assam	S.	30	19	..	413	261	723	36	30	..	471	428	965
	P.	7,179	2,430	..	42,195	37,299	89,103	12,001	4,819	..	70,209	75,983	163,012
Central Provinces and Berar.	S.	39	32	7	42	6	126	52	34	11	45	4	146
	P.	6,122	3,088	307	2,972	185	12,674	7,613	3,595	582	3,862	183	15,835
Coorg	S.	2	..	..	..	..	2	2	..	..	..	..	2
	P.	431	..	..	..	..	431	355	..	..	..	..	355
North-West Frontier Province.	S.	..	9	..	4	3	16	..	9	..	6	1	16
	P.	..	2,527	..	981	907	4,415	..	3,357	..	2,660	568	6,585
TOTAL	S.	196	399	145	1,785	760	3,285	274	358	161	1,972	909	3,674
	P.	48,190	58,874	12,581	232,800	120,685	473,130	75,429	65,062	17,547	343,381	165,649	667,068

TABLE 65.—*Secondary English schools for boys, managed by District Boards and Municipalities.*

Province.		1906-07. District Board.	1906-07. Municipal.	1911-12. District Board.	1911-12. Municipal.
Madras	S.	88	23	63	21
	P.	11,372	5,147	12,056	6,445
Bombay	S.	2	63	4	59
	P.	146	3,994	294	4,673
Bengal	S.	30	5	46	6
	P.	2,667	1,044	4,499	1,441
United Provinces	S.	41	13	7	5
	P.	8,400	1,579	1,049	1,064
Punjab	S.	15	43	28	39
	P.	3,510	9,174	8,867	11,319
Burma	S.	..	16	..	7
	P.	..	3,796	..	1,584
Eastern Bengal and Assam	S.	16	3	27	3
	P.	1,446	984	3,697	1,122
Central Provinces and Berar	S.	5	27	8	26
	P.	259	2,829	466	3,129
Coorg	S.	..	..	..	..
	P.	..	..	..	..
North-West Frontier Province	S.	3	6	3	6
	P.	706	1,821	1,103	2,254
TOTAL	S.	200	199	186	172
	P.	28,506	30,368	32,031	33,031

TABLE 66.—*Secondary English schools for boys, by management and periods.*

—	1891-92.	1896-97.	1901-02.	1906-07.	1911-12
Government	219	191	194	196	274
Board	328	355	360	399	358
Native State	79	113	142	145	161
Aided	1,381	1,489	1,573	1,785	1,972
Unaided	536	612	828	760	909
TOTAL	2,543	2,760	3,097	3,285	3,674
Public management	626	659	696	740	793
Private management	1,917	2,101	2,401	2,545	2,881
TOTAL	2,543	2,760	3,097	3,285	3,674

TABLE 67.—*Caste of pupils in secondary English schools for boys, 1911-12.*

PROVINCE.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.			Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.	Total Hindus.					
Madras	3,288	9,331	44,881	39,779	84,660	5,506	19	44	38	102,88[illegible]
Bombay	2,378	4,344	20,411	28,798	49,209	5,493	..	5,392	758	67,574
Bengal	3,920	3,414	41,665	101,748	143,413	20,349	133	29	1,319	172,577
United Provinces	2,306	1,386	8,481	22,274	30,755	10,411	39	38	38	44,973
Punjab	884	888	6,838	37,456	44,294	24,723	7	22	133	70,951
Burma	1,629	3,899	123	1,274	1,397	1,772	14,613	37	53	23,40[illegible]
Eastern Bengal and Assam	236	1,071	22,242	78,529	100,771	59,431	758	..	745	163,01[illegible]
Central Provinces and Berar	255	343	6,376	6,501	12,877	2,053	106	58	143	15,8[illegible]
Coorg	..	5	42	304	346	4	..	..	..	[illegible]
North-West Frontier Province	1	24	260	2,938	3,198	3,362	..	..	..	6,585
TOTAL 1911-12	14,897	24,705	151,319	319,601	470,920	133,104	15,675	5,620	3,227	668,14[illegible]
TOTAL 1906-07	12,281	22,572	119,818	229,059	348,877	70,466	12,657	5,212	2,108	474,17[illegible]

TABLE 68.—*Average number of pupils in secondary English schools for boys.*

PROVINCE.	Middle schools.		High schools.		General average.	
	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.
Madras	109	151	337	426	193	274
Bombay	62	74	279	321	118	141
Bengal	70	88	202	258	120	145
United Provinces	105	146	226	297	171	23[illegible]
Punjab	180	250	329	472	258	38[illegible]
Burma	172	157	410	326	222	19[illegible]
Eastern Bengal and Assam	82	119	222	333	123	16[illegible]
Central Provinces and Berar	111	115	67	89	101	10[illegible]
Coorg	130	148	301	207	215	17[illegible]
North-West Frontier Province	231	360	291	429	276	41[illegible]
GENERAL AVERAGE	88	113	247	322	144	18[illegible]

TABLE 69.—*Boys in different stages of instruction in secondary English schools for boys.*

PROVINCE.	1906-07.				1911-12.			
	High.	Middle.	Primary.	TOTAL.	High.	Middle.	Primary.	TOTAL.
Madras	22,368	38,781	26,466	87,615	21,684	37,467	42,059	101,210
Bombay	19,725	27,014	4,577	51,316	27,249	34,244	4,798	66,291
Bengal	33,164	28,662	63,814	125,640	42,701	40,462	88,617	171,780
United Provinces	4,455	14,045	15,070	33,570	6,690	22,364	15,588	44,642
Punjab	5,305	12,225	28,582	46,112	7,336	20,551	43,027	70,914
Burma	724	4,964	12,063	17,751	989	7,324	12,474	20,787
Eastern Bengal and Assam	18,950	19,447	50,569	88,966	28,586	36,135	98,021	162,742
Central Provinces and Berar	2,169	8,938	1,555	12,662	3,250	12,467	101	15,818
Coorg	88	255	74	417	73	269	..	342
North-West Frontier Province	463	933	3,019	4,415	560	1,429	4,596	6,585
TOTAL	107,411	155,264	205,789	468,464	139,118	212,712	309,281	661,111
TOTAL FOR 1891-92					57,393	98,316	144,018	299,727
" " 1896-97					61,408	111,912	163,418	336,738
" " 1901-02					80,534	142,018	196,113	418,665

TABLE 70.—*Proportion of pupils in the different stages of secondary English schools for boys.*

PROVINCE.	1906-07.			1911-12.		
	High stage.	Middle stage.	Primary stage.	High stage.	Middle stage.	Primary stage.
Madras	25·5	44·4	30·1	21·4	37·0	41·6
Bombay	38·4	52·7	8·9	41·1	51·7	7·2
Bengal	26·4	22·8	50·8	24·9	23·5	51·6
United Provinces	13·3	41·8	44·9	15·0	50·1	34·9
Punjab	11·5	26·5	62·0	10·3	29·0	60·7
Burma	4·1	28·0	67·9	4·8	35·2	60·0
Eastern Bengal and Assam	21·3	21·9	56·8	17·6	22·2	60·2
Central Provinces and Berar	17·1	70·6	12·3	20·5	78·9	0·6
Coorg	21·1	61·2	17·7	21·3	78·7	..
North-West Frontier Province	10·5	21·1	68·4	8·5	21·7	69·8
AVERAGE	22·9	33·2	43·9	21·0	32·2	46·8

TABLE 71.—*Boys in secondary English schools (for boys) per ten thousand male population of school-going age.*

PROVINCE.	1906-07.	1911-12.	Increase or decrease.
Madras	310	331	+21
Bombay	261	315	+54
Bengal	321	417	+96
United Provinces	91	121	+30
Punjab	281	430	+149
Burma	222	224	+2
Eastern Bengal and Assam	379	613	+234
Central Provinces and Berar	128	136	+8
Coorg	277	234	—43
North-West Frontier Province	254	371	+117
AVERAGE	255	338	+83

TABLE 72.—*Boys in secondary stage in secondary English schools (for boys) per ten thousand male popu[lation] of school-going age.*

Province.	1906-07.	1911-12.	Incre[ase] or decre[ase].
Madras	216	193	−
Bombay	238	292	+5
Bengal	158	202	+4
United Provinces	50	79	+2
Punjab	106	169	+6
Burma	71	90	+1
Eastern Bengal and Assam	163	244	+8
Central Provinces and Berar	113	135	+2
Coorg	228	234	+
North-West Frontier Province	80	112	+3
AVERAGE	143	180	+3

TABLE 73.—*Distribution of pupils between secondary English schools for boys under public and private management.*

Province.	1906-07. No. of pupils in schools under public management. A	1906-07. No. of pupils in schools under private management. B	1906-07. No. of pupils in all secondary schools. C	1911-12. No. of pupils in schools under public management. A	1911-12. No. of pupils in schools under private management. B	1911-12. No. of pupils in all secondary schools. C	1906-07. Percentage of A to C (Public).	1906-07. Percentage of B to C (Private).	1911-12. Percentage of A to C (Public).
Madras	18,664	70,726	89,390	19,946	82,940	102,886	20·9	79·1	19·4
Bombay	22,348	29,944	52,292	27,507	40,067	67,574	42·7	57·3	40·7
Bengal	15,241	110,684	125,925	21,732	150,845	172,577	12·1	87·9	12·6
United Provinces	10,809	23,082	33,891	15,554	29,419	44,973	31·9	68·1	34·6
Punjab	24,677	21,435	46,112	34,267	36,684	70,951	53·5	46·5	48·3
Burma	5,822	13,075	18,897	6,710	15,610	22,320	30·8	69·2	30·1
Eastern Bengal and Assam	9,609	79,494	89,103	16,820	146,102	163,012	10·8	89·2	10·3
Central Provinces and Berar	9,517	3,157	12,674	11,790	4,045	15,835	75·1	24·9	74·5
Coorg	431	..	431	355	..	355	100	..	100
North-West Frontier Province	2,527	1,888	4,415	3,357	3,228	6,585	57·2	42·8	51·0
TOTAL	119,645	353,485	473,130	158,038	509,030	667,068	25·3	74·7	23·7

TABLE 74.—*Number of boarders who are students of secondary schools for boys.*

Province.	1906-07. Number of boarders.	1906-07. Percentage of boarders to the total number in secondary schools.	1911-12. Number of boarders.	1911-12. Perce[ntage] of boa[rders] to the num[ber in] seco[ndary] sch[ools].
Madras	3,430	3·6	3,726	
Bombay	2,494	4·8	2,857	
Bengal	5,897	3·9	9,490	
United Provinces	9,245	11·2	13,062	
Punjab	9,472	14·7	12,784	
Burma	1,939	4·1	2,390	
Eastern Bengal and Assam	1,822	1·6	4,185	
Central Provinces and Berar	857	1·9	1,335	
Coorg	46	10·7	124	
North-West Frontier Province	373	6·5	528	
TOTAL	[illegible]	[illegible]	50,481	

TABLE 75.—*Government high schools for boys (excluding European schools and one vernacular high school in Burma), as compared with the number of districts.*

Province.	1906-07.		1911-12.	
	Number of high schools.	Number of districts.	Number of high schools.	Number of districts.
Madras	4	23	4	25
Bombay	20	25	20	26
Bengal	38	35	39	34
United Provinces	1	48	47	48
Punjab	29	29	30	29
Burma	4	37	9	37
Eastern Bengal and Assam	25	27	30	27
Central Provinces and Berar	8	22	14	22
Coorg	1	1	1	1
TOTAL	130	247	194	249

TABLE 76.—*Secondary English schools for boys according to management (excluding European schools).*

Province.	1906-07.			Total	1911-12.			Total.	Proportion to the total number in 1906-07.			Proportion to the total number in 1911-12.		
	Public management.	Aided.	Unaided.		Public management.	Aided.	Unaided.		Public management.	Aided.	Unaided.	Public management.	Aided.	Unaided.
Madras	121	234	75	430	90	234	19	343	28·1	54·4	17·5	26·2	68·2	5·6
Bombay	209	139	78	426	215	161	85	461	49·1	32·6	18·3	46·6	34·9	18·5
Bengal	94	669	269	1,032	118	731	321	1,170	9·1	64·8	26·1	10·1	62·5	27·4
United Provinces	56	87	34	177	61	85	24	170	31·6	49·2	19·2	35·9	50·0	14·1
Punjab	89	53	25	167	97	67	21	185	53·3	31·7	15·0	52·4	36·2	11·4
Burma	27	55	..	82	34	70	..	104	32·9	67·1	..	32·7	67·3	..
Eastern Bengal and Assam	49	410	261	720	66	468	428	962	6·8	56·9	36·3	6·9	48·6	44·5
Central Provinces and Berar	78	35	6	119	97	37	4	138	65·6	29·4	5·0	70·3	26·8	2·9
Coorg	2	..	..	2	2	..	..	2	100	..	..	100	..	..
North-West Frontier Province	9	4	3	16	9	6	1	16	56·2	25·0	18·8	56·3	37·5	6·2
TOTAL	734	1,686	751	3,171	789	1,859	903	3,551	23·1	53·2	23·7	22·2	52·4	25·4

TABLE 77.—*Expenditure on secondary English schools for boys.*

Province.	1906-07.	1911-12.	Actual increase.	Percentage.
	Rs.	Rs.	Rs.	Rs.
Madras	20,01,633	27,11,424	7,09,791	35
Bombay	19,38,908	25,59,181	6,20,273	32
Bengal	26,45,075	35,54,419	9,09,344	34
United Provinces	12,76,037	19,36,042	6,60,005	52
Punjab	10,88,067	15,82,427	4,94,360	45
Burma	9,62,293	13,76,473	4,14,180	43
Eastern Bengal and Assam	13,32,752	22,08,549	8,75,797	66
Central Provinces and Berar	3,58,831	5,57,248	1,98,417	55
Coorg	14,533	18,876	4,343	30
North-West Frontier Province	87,592	1,26,897	39,305	45
TOTAL	1,17,05,721*	1,66,31,536*	49,25,815	42
ACTUAL INCREASE IN 1906-07			18,53,036	19

* Includes expenditure on 9 vernacular high schools (1 in Punjab and 8 in Burma) in 1906-07 and 9 vernacular high schools in Burma in 1911-12.

TABLE 78.—*Average annual fee per pupil in secondary English schools for boys.*

PROVINCE.	1896-97.	1901-02.	1906-07.	1911-1
	Rs.	Rs.	Rs.	[illegible]
ladras	13·4	14·9	15·6	[illegible]
ombay	22·6	18·0	17·9	[illegible]
engal	11·5	11·0	12·3	[illegible]
nited Provinces	14·2	18·4	15·2	[illegible]
unjab	10·0	10·8	12·0	[illegible]
urma	19·2	21·7	21·7	[illegible]
astern Bengal and Assam	9·9	10·4	10·1	[illegible]
entral Provinces and Berar	7·7	10·4	7·9	[illegible]
oorg	9·9	13·9	18·0	[illegible]
orth-West Frontier Province	..	7·2	7·8	[illegible]
TOTAL	13·0	12·9	13·2	[illegible]

TABLE 79.—*Grants-in-aid to secondary English schools for boys (including European schools).*

PROVINCE.	1906-07.	1911-12.	Average for each school, 1906-07.	Avera[ge for] ea[ch] sch[ool,] 1911[-12.]
	Rs.	Rs.	Rs. per annum.	Rs. [per] ann[um.]
Madras	2,29,893	2,16,163	871	[illegible]
Bombay	2,09,756	2,74,275	1,328	[illegible]
Bengal	2,87,707	3,82,023	422	[illegible]
United Provinces	2,35,768	3,01,281	2,289	[illegible]
Punjab	1,28,671	1,91,229	2,042	[illegible]
Burma	2,30,388	3,10,794	3,600	[illegible]
Eastern Bengal and Assam	1,12,051	1,91,455	271	[illegible]
Central Provinces and Berar	61,193	77,935	1,457	[illegible]
Coorg	..	..	..	[illegible]
North-West Frontier Province	11,206	15,454	2,801	[illegible]
TOTAL	15,06,633	19,60,609	844	[illegible]

TABLE 80.—*Grants-in-aid to secondary English schools for boys (excluding European schools).*

PROVINCE.	1906-07.	1911-12.	Average for each school, 1906-07.	Aver[age for] e[ach] sc[hool,] 191[1-12.]
	Rs.	Rs.	Rs. per annum.	R[s. per] an[num.]
Madras	1,59,557	1,41,113	691	[illegible]
Bombay	1,69,686	2,07,267	1,221	[illegible]
Bengal	1,95,091	2,43,602	203	[illegible]
United Provinces	1,50,550	1,79,093	1,836	[illegible]
Punjab	1,03,183	1,50,552	2,023	[illegible]
Burma	2,19,596	2,72,509	3,542	[illegible]
Eastern Bengal and Assam	1,07,877	1,85,983	263	[illegible]
Central Provinces and Berar	48,227	58,855	1,378	[illegible]
Coorg	..	..	..	[illegible]
North-West Frontier Province	11,206	15,454	2,801	[illegible]
TOTAL	11,64,973	14,54,428	688	[illegible]

TABLE 81.—*Expenditure on secondary English schools for boys (in thousands of rupees).*

PROVINCE.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	12,43	13,16	14,53	16,74	20,02	27,11
Bombay	10,11	13,62	15,67	16,97	19,39	25,59
Bengal	21,61	25,96	30,08	33,95	26,45	35,54
United Provinces	6,70	8,06	8,78	10,26	12,76	19,36
Punjab	4,92	6,68	8,32	9,20	10,84	15,83
Burma	2,65	3,51	4,22	5,69	9,62	13,77
Eastern Bengal and Assam	1,19	1,31	1,63	1,88	13,33	22,09
Central Provinces and Berar	1,95	2,18	2,69	2,89	3,59	5,57
Coorg	15	14	16	15	14	19
North-West Frontier Province	..	..	..	74	88	1,27
TOTAL	61,71	74,62	86,08	98,47	1,17,02	1,66,32

TABLE 82.—*Expenditure on secondary English schools for boys by sources, 1906-07 and 1911-12 (in thousands of rupees).*

PROVINCE.	1906-07. Public Funds. Provincial Revenues.	District Funds.	Municipal Funds.	Public (other sources).	Total.	Fees.	Private (other sources).	Total.	1911-12. Public Funds. Provincial Revenues.	District Funds.	Municipal funds.	Public (other sources).	Total.	Fees.	Private (other sources).	Total.
Madras	2,68	41	18	..	3,27	13,26	3,49	20,02	3,02	40	5	..	3,47	17,82	5,82	27,11
Bombay	3,82	7	45	2,45	6,79	9,24	3,36	19,39	4,84	10	58	3,00	8,52	12,59	4,48	25,59
Bengal	4,56	99	14	22	5,91	15,05	5,49	26,45	5,08	1,08	28	31	6,75	22,02	6,77	35,54
United Provinces	1,7[illegible]	2,71	57	31	5,32	5,05	2,39	12,76	6,93	11	49	86	8,39	7,72	3,25	19,36
Punjab	2,66	36	85	14	4,01	5,29	1,58	10,88	3,57	33	1,03	17	5,10	9,03	1,70	15,83
Burma	3,05	2	1,39	..	4,47	4,18	97	9,62	4,14	9	1,73	..	5,96	6,54	1,27	13,77
Eastern Bengal and Assam	1,24	95	2	4	2,25	8,72	2,36	13,33	2,53	1,08	3	2	3,66	15,54	2,89	22,09
Central Provinces and Berar	1,55	7	37	7	2,06	98	55	3,59	2,37	13	77	14	3,41	1,43	73	5,57
Coorg	7	..	..	..	7	7	..	14	12	..	..	..	12	7	..	19
North-West Frontier Province	11	4	24	..	38	33	17	88	14	5	41	..	60	47	20	1,27
TOTAL	21,47	5,62	4,21	3,23	34,53	62,17	20,36	1,17,06	32,74	3,37	5,37	4,50	45,98	93,23	27,11	1,66,32

TABLE 83.—*Proportion of expenditure from various sources to the total expenditure on secondary English schools for boys, 1906-07 and 1911-12.*

PROVINCE.	1906-07. Public funds.	Fees.	Private (other sources).	1911-12. Public funds.	Fees.	Private (other sources).
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	16	66	18	13	66	21
Bombay	35	48	17	33	49	18
Bengal	22	57	21	19	62	19
United Provinces	42	39	19	43	40	17
Punjab	37	48	15	32	57	11
Burma	46	44	10	43	48	9
Eastern Bengal and Assam	17	65	18	17	70	13
Central Provinces and Berar	57	27	16	61	26	13
Coorg	47	52	1	66	34	..
North-West Frontier Province	44	37	19	47	37	16
AVERAGE	29	53	18	28	56	16

TABLE 84.—*Expenditure from public funds on secondary English schools for boys.*

PROVINCE.	1906-07.	1911-12.	Increase.	Percent
	Rs.	Rs.	Rs.	Rs.
Madras	3,27,395	3,47,064	19,669	
Bombay	6,78,658	8,52,460	1,73,802	
Bengal	5,90,826	6,75,033	84,207	
United Provinces	5,31,913	8,39,483	3,07,570	
Punjab	4,01,029	5,09,353	1,08,324	
Burma	4,46,664	5,95,898	1,49,234	
Eastern Bengal and Assam	2,25,355	3,65,743	1,40,388	
Central Provinces and Berar	2,05,972	3,40,798	1,34,826	
Coorg	6,893	12,482	5,589	
North-West Frontier Province	38,230	59,534	21,304	
TOTAL	34,52,935	45,97,848	11,44,913	

TABLE 85.—*Expenditure from fees on secondary English schools for boys.*

PROVINCE.	1906-07.	1911-12.	(+) Increase or (—) decrease.	Percent
	Rs.	Rs.	Rs.	R
Madras	13,25,654	17,81,935	+4,56,281	
Bombay	9,23,805	12,58,688	+3,34,883	
Bengal	15,05,264	22,02,621	+6,97,357	
United Provinces	5,04,719	7,71,479	+2,66,760	
Punjab	5,28,950	9,03,159	+3,74,209	
Burma	4,18,795	6,54,294	+2,35,499	
Eastern Bengal and Assam	8,71,783	15,53,683	+6,81,900	
Central Provinces and Berar	97,831	1,43,384	+45,553	
Coorg	7,565	6,394	—1,171	
North-West Frontier Province	32,755	46,951	+14,196	
TOTAL	62,17,121	93,22,588	+31,05,467	

TABLE 86.—*Expenditure from private sources on secondary English schools for boys.*

PROVINCE.	1906-07.	1911-12.	Actual increase or decrease.	Percent of incr or decr
	Rs.	Rs.	Rs.	R
Madras	3,48,584	5,82,425	+2,33,841	
Bombay	3,36,445	4,48,033	+1,11,588	
Bengal	5,48,985	6,76,765	+1,27,780	
United Provinces	2,39,405	3,25,080	+85,675	
Punjab	1,58,088	1,69,915	+11,827	
Burma	96,834	1,26,281	+29,447	
Eastern Bengal and Assam	2,35,614	2,89,123	+53,509	
Central Provinces and Berar	55,028	73,066	+18,038	
Coorg	75	..	—75	
North-West Frontier Province	16,607	20,412	+3,805	
TOTAL	20,35,665	27,11,100	+6,75,435	

TABLE 87.—*Average annual cost of a secondary English school for boys.*

PROVINCE.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	2,452	2,680	3,686	3,830	4,323	7,230
Bombay	3,001	3,870	3,889	3,974	4,357	5,332
Bengal	2,127	2,173	2,253	2,293	2,524	2,977
United Provinces	5,040	5,798	5,195	5,288	6,445	10,244
Punjab	4,511	4,948	4,337	3,849	6,079	8,157
Burma	6,171	6,166	6,291	7,483	11,321	11,282
Eastern Bengal and Assam	1,980(*a*)	1,963(*a*)	1,879(*a*)	1,865(*a*)	1,843	2,289
Central Provinces and Berar	2,097	2,093	2,402	2,350	2,848	3,817
Coorg	4,938	4,512	7,870	7,452	7,266	9,438
North-West Frontier Province	..	..	..	4,352	5,474	7,931
GENERAL AVERAGE	2,682	2,936	3,118	3,115	3,563	4,516

(*a*) Assam only.

TABLE 88.—*Average annual expenditure on a pupil in a secondary English school for boys.*

PROVINCE.	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.
Madras	25·4	23·9	23·5	27·0
Bombay	35·1	38·8	37·6	38·6
Bengal	20·8	18·6	21·5	22·0
United Provinces	36·2	36·6	38·4	43·9
Punjab	21·3	20·6	24·7	23·1
Burma	45·8	43·2	49·9	56·8
Eastern Bengal and Assam	20·5	17·6	15·5	15·2
Central Provinces and Berar	24·5	24·1	27·6	34·4
Coorg	27·4	28·6	34·5	52·7
North-West Frontier Province	..	19·8	20·9	19·7
AVERAGE	25·5	24·1	25·5	26·3

TABLE 89.—*Average annual fee per pupil in secondary English schools for boys (excluding European schools).*

PROVINCE.	Government.	Board.	Aided.	Unaided.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	23·0	17·6	18·0	15·1	17·9
Bombay	26·7	13·6	17·5	22·9	18·2
Bengal	21·6	6·5	10·6	14·8	12·6
United Provinces	18·4	12·5	14·7	14·1	15·5
Punjab	20·1	10·1	11·4	11·5	12·8
Burma	30·9	31·5	24·1	..	26·3
Eastern Bengal and Assam	17·8	7·8	9·5	10·9	10·7
Central Provinces and Berar	9·2	..	16·3	0·1	8·3
Coorg	17·9	..	..	..	17·9
North-West Frontier Province	..	7·1	6·8	10·7	7·3
AVERAGE 1911-12	20·2	11·9	13·7	13·5	14·1
1906-07	19·2	13·5	11·8	13·0	12·7

TABLE 90.—*Average annual fee per pupil in high schools for boys (exclusive of European schools).*

PROVINCE.	Govern-ment.	Board.	Aided.	Unaided.	Total
	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	24·4	20·7	20·5	18·9	[illegible]
Bombay	27·4	19·4	20·4	28·4	[illegible]
Bengal	22·7	22·0	15·9	18·1	[illegible]
United Provinces	18·4	18·8	16·9	18·2	[illegible]
Punjab	20·1	14·3	12·4	12·0	[illegible]
Burma	33·8	31·1	24·3	..	[illegible]
Eastern Bengal and Assam	18·6	18·2	17·0	15·3	[illegible]
Central Provinces and Berar	27·9	..	24·9	..	[illegible]
Coorg	18·9	..	..	..	[illegible]
North-West Frontier Province	..	8·9	6·8	10·7	[illegible]
AVERAGE 1911-12	21·8	18·5	17·7	17·6	[illegible]
1906-07	21·7	15·0	15·6	15·3	[illegible]

TABLE 91.—*Average annual fee per pupil in middle English schools for boys (exclusive of European schools).*

PROVINCE.	Govern-ment.	Board.	Aided.	Unaided.	Total
	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	9·0	13·4	10·8	7·7	[illegible]
Bombay	22·3	12·2	13·2	10·2	[illegible]
Bengal	5·2	4·8	6·1	4·0	[illegible]
United Provinces	..	9·6	9·5	8·2	[illegible]
Punjab	..	9·0	7·2	9·5	[illegible]
Burma	27·5	32·0	24·0	..	[illegible]
Eastern Bengal and Assam	5·8	6·2	6·4	5·3	[illegible]
Central Provinces and Berar	4·6	..	11·8	0·1	[illegible]
Coorg	16·3	..	..	..	[illegible]
North-West Frontier Province	..	4·6	..	..	[illegible]
AVERAGE 1911-12	11·7	8·8	9·0	5·6	[illegible]
1906-07	8·6	9·7	7·4	5·6	[illegible]

TABLE 92.—*Expenditure on scholarships in secondary schools.*

PROVINCE.	1906-07.	1911-1
	Rs.	[illegible]
Madras	39,817	[illegible]
Bombay	60,071	[illegible]
Bengal	69,912	[illegible]
United Provinces	60,325	[illegible]
Punjab	92,037	[illegible]
Burma	6,841	[illegible]
Eastern Bengal and Assam	51,408	[illegible]
Central Provinces and Berar	26,346	[illegible]
Coorg	818	[illegible]
North-West Frontier Province	5,818	[illegible]
TOTAL	4,13,393	[illegible]
TOTAL FOR 1901-02	3,61,772	
1896-97	3,25,270	
1891-92	2,93,887	

TABLE 93.—*Number of teachers in secondary schools.*

PROVINCE.	Number of teachers.	Average number of teachers per school.	Average number of pupils per teacher.
Madras	5,159	12	21
Bombay	2,944	5	25
Bengal	10,857	7	19
United Provinces	5,434	9	18
Punjab	4,223	12	24
Burma	3,876	4	22
Eastern Bengal and Assam	8,293	6	23
Central Provinces and Berar	2,188	5	25
North-West Frontier Province	350	11	27
TOTAL	43,324	7	21

TABLE 94.—*Qualifications of teachers in secondary schools.*

PROVINCE.	Trained.	Untrained.	TOTAL.	Possessed of a university degree.	No degree.	TOTAL.
Madras	3,461	1,698	5,159	1,204	3,955	5,159
Bombay	555	2,389	2,944	710	2,234	2,944
Bengal	2,021	8,836	10,857	1,058	9,799	10,857
United Provinces	2,552	2,882	5,434	554	4,880	5,434
Punjab	2,306	1,917	4,223	320	3,903	4,223
Burma	1,124	2,752	3,876	68	3,808	3,876
Eastern Bengal and Assam	1,626	6,667	8,293	588	7,705	8,293
Central Provinces and Berar	637	1,551	2,188	140	2,048	2,188
North-West Frontier Province	191	159	350	18	332	350
TOTAL	14,473	28,851	43,324	4,660	38,664	43,324

TABLE 95.—*Rates of salaries of teachers in Government secondary schools.*

	Rs.
Madras	15—500
Bombay	20—500
Bengal	9—500
United Provinces	10—400
Punjab	10—400
Burma	20—400
Eastern Bengal and Assam	10—400
Central Provinces and Berar	15—250

PRIMARY SCHOOLS.

TABLE 96.—*Primary schools for boys by periods.*

PROVINCE.	SCHOOLS.						PUPILS (IN THOUSANDS).					
	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	13,358	18,059	19,992	19,093	21,379	24,044	359	518	584	589	692	941
Bombay	7,042	8,354	8,828	8,219	9,485	11,609	404	477	518	463	517	672
Bengal	48,487	48,587	49,650	45,922	33,962	36,342	1,080	1,124	1,244	1,212	954	1,135
United Provinces	4,978	4,185	6,025	6,773	9,545	9,258	172	148	207	280	418	461
Punjab	1,624	1,733	2,453	2,257	3,151	3,417	80	89	108	101	142	180
Burma	4,787	5,946	4,688	3,927	4,950	4,764	99	129	119	117	156	161
Eastern Bengal and Assam.	1,749	2,217	2,787	2,776	17,531	17,723	51	65	80	83	561	704
Central Provinces and Berar.	2,580	2,729	3,384	3,035	2,645	3,195	134	129	164	153	177	240
Coorg	68	71	74	70	82	80	3	4	4	4	4	5
North-West Frontier Province.	..	..	..	154	217	260	..	..	..	7	10	14
TOTAL	84,673	91,881	97,881	92,226	102,947	110,692	2,382	2,683	3,028	3,009	3,631	4,5[illegible]

TABLE 97.—*Primary schools for boys by provinces.*

PROVINCE.	1906-07.	1911-12.	Actual Increase (+) or decrease (—)	Percentage of Increase (+) or decrease (—)
Madras	21,379	24,044	+2,665	+12·5
Bombay	9,485	11,609	+2,124	+22·4
Bengal	33,962	36,342	+2,380	+7
United Provinces	9,545	9,258	—287	—3
Punjab	3,151	3,417	+266	+8·4
Burma	4,950	4,764	—186	—3·7
Eastern Bengal and Assam	17,531	17,723	+192	+1·1
Central Provinces and Berar	2,645	3,195	+550	+20·8
Coorg	82	80	—2	—2·4
North-West Frontier Province	217	260	+43	+19·8
TOTAL	102,947	110,692	+7,745	+7·5

TABLE 98.—*Average number of towns and villages served by a boys' primary school.*

PROVINCE.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	2·8	2·9	2·6	2·2
Bombay	4·6	5·0	4·3	3·5
Bengal	4·8	4·7	4·4	4·1
United Provinces	17·6	15·6	11·1	11·5
Punjab	14·2	14·5	10·4	9·8
Burma	6·1	11·9	12·2	7·9
Eastern Bengal and Assam	6·1	8·0	5·2	6·4
Central Provinces	21·2	23·4 }	16·3	14·2
Berar	4·5	5·5 }		
Coorg	6·7	7·1	5·9	6·2
North-West Frontier Province	..	21·9	15·5	12·9
GENERAL AVERAGE	5·8	6·2	5·7	5·3

TABLE 99.—*Number of square miles served by one primary school for boys.*

Province.	1906-07. Area in square miles.	1906-07. Primary schools.	1906-07. Average.	1911-12. Area in square miles.	1911-12. Primary schools.	1911-12. Average.
Madras	141,866	21,379	6·6	142,491	24,044	5·9
Bombay	188,826	9,485	19·9	188,826	11,609	16·3
Bengal	124,432	33,962	3·7	124,492	36,342	3·4
United Provinces	107,164	9,545	11·2	107,267	9,258	11·6
Punjab	97,209	3,151	30·9	97,213	3,417	28·4
Burma	219,894	4,950	44·4	230,839	4,764	48·4
Eastern Bengal and Assam	101,147	17,531	5·8	111,645	17,723	6·3
Central Provinces and Berar	119,980	2,645	45·4	117,935	3,195	36·9
Coorg	1,582	82	19·3	1,582	80	19·8
North-West Frontier Province	16,466	217	75·9	13,193	260	50·7
TOTAL	1,118,566	102,947	10·9	1,135,483	110,692	10·2

TABLE 100.—*Primary schools for boys classified according to management.*

Province.		1906-07. Government.	1906-07. Board.	1906-07. Native States.	1906-07. Aided.	1906-07. Unaided.	1906-07. Total.	1911-12. Government.	1911-12. Board.	1911-12. Native States.	1911-12. Aided.	1911-12. Unaided.	1911-12. Total.
	S.	137	3,355	1	12,694	5,192	21,379	168	4,391	6	15,194	4,285	24,044
	P.	6,387	100,189	28	404,576	121,229	692,409	8,649	248,237	102	569,053	114,648	940,689
	S.	12	5,586	2,089	1,678	120	9,485	11	6,969	2,464	2,035	130	11,609
	P.	1,357	326,434	112,380	70,574	5,974	516,719	1,360	428,609	146,498	89,422	6,502	672,391
	S.	101	102	390	26,963	6,406	33,962	198	112	133	27,474	8,425	36,342
	P.	4,245	9,005	6,693	804,757	129,327	954,027	8,634	10,495	5,043	907,495	193,187	1,124,854
…inces	S.	4	5,436	1	3,944	160	9,545	4	5,392	47	3,652	163	9,258
	P.	95	285,932	25	127,611	4,817	418,480	179	340,376	3,224	130,865	5,900	480,544
	S.	13	2,272	..	724	142	3,151	9	2,518	..	744	146	3,417
	P.	1,374	105,702	..	28,875	5,608	141,559	1,404	137,188	..	34,915	6,081	179,588
	S.	24	1	..	4,925	..	4,950	7	6	..	4,751	..	4,764
	P.	1,227	53	..	154,604	..	155,884	444	302	..	160,490	..	161,236
…Bengal and	S.	83	2,501	15	12,829	2,103	17,531	94	4,002	27	11,463	2,137	17,723
	P.	2,757	94,801	376	410,092	52,685	560,711	3,282	190,685	896	442,584	66,906	704,353
…Provinces, and	S.	8	2,118	207	156	156	2,645	8	2,441	212	291	243	3,195
	P.	664	144,996	17,029	10,492	4,166	177,347	831	193,508	21,007	14,536	9,829	239,711
	S.	4	72	..	5	1	82	5	70	..	5	..	80
	P.	591	2,638	..	339	36	3,604	883	3,872	..	398	..	5,153
…Frontier	S.	1	182	..	26	8	217	1	214	..	41	4	260
	P.	66	8,060	..	1,428	374	9,928	107	11,034	..	2,485	503	14,129
TOTAL	S.	387	21,625	2,703	63,944	14,288	102,947	505	26,115	2,889	65,650	15,533	110,692
	P.	18,763	1,137,810	136,531	2,013,348	324,216	3,630,668	25,773	1,564,306	176,770	2,352,243	403,556	4,522,648

TABLE 101.—*Primary board schools for boys classified according to management.*

Province.		1906-07.			1911-12.		
		District Boards.	Municipal Boards.	Total.	District Boards.	Municipal Boards.	Total.
Madras	S.	3,077	278	3,355	4,079	312	4,391
	P.	141,603	18,586	160,189	223,814	24,423	248,237
Bombay	S.	4,916	670	5,586	6,251	718	6,969
	P.	250,602	75,832	326,434	338,055	90,554	428,609
Bengal	S.	95	7	102	102	10	112
	P.	8,550	455	9,005	9,855	640	10,495
United Provinces	S.	5,243	193	5,436	5,233	159	5,392
	P.	274,210	11,722	285,932	326,920	13,456	340,376
Punjab	S.	2,186	86	2,272	2,445	73	2,518
	P.	98,733	6,969	105,702	129,737	7,451	137,188
Burma	S.	..	1	1	6	..	6
	P.	..	53	53	302	..	302
Eastern Bengal and Assam	S.	2,476	25	2,501	3,980	22	4,002
	P.	92,493	2,308	94,801	188,634	2,051	190,685
Central Provinces and Berar	S.	2,008	110	2,118	2,293	148	2,441
	P.	130,724	14,272	144,996	170,259	23,249	193,508
Coorg	S.	67	5	72	65	5	70
	P.	2,415	223	2,638	3,578	294	3,872
North-West Frontier Province	S.	177	5	182	210	4	214
	P.	7,728	332	8,060	10,768	266	11,034
TOTAL	S.	20,245	1,380	21,625	24,664	1,451	26,115
	P.	1,007,058	130,752	1,137,810	1,401,922	162,384	1,564,306

TABLE 102.—*Average number of pupils in a boys' primary school by periods.*

Province.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.	Percentage of increase 1907—12.
Madras	..	..	29	31	32	39	21·9
Bombay	..	..	59	56	54	58	7·4
Bengal	..	..	25	26	28	31	10·7
United Provinces	..	..	34	41	44	52	18·2
Punjab	..	..	44	44	45	53	17·8
Burma	..	..	25	30	31	34	9·7
Eastern Bengal and Assam	..	..	29*	30*	32	40	25·0
Central Provinces	..	..	55	54	67	75	11·9
Berar	..	..	37	43			
Coorg	..	..	53	51	44	64	45·4
North-West Frontier Province	..	..	..	48	46	54	17·4
GENERAL AVERAGE	28	29	31	33	36	41	13·9

* Figures for Assam only.

TABLE 103.—*Average number of pupils in a boys' primary school classified according to management.*

Class of management.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Government	55	47	46	43	48	51
Board	46	48	50	52	53	60
Native State	56	59	60	42	51	61
Aided	25	26	29	31	31	36
Unaided	18	19	19	20	23	26
GENERAL AVERAGE	28	29	31	33	36	41

TABLE 104.—*Boys in the primary stage in primary and secondary schools.*

[Figures in thousands.]

PROVINCE.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.	Percentage of increase 1907—12.
Madras	359	497	557	559	653	868	32·9
Bombay	394	459	497	442	495	636	28·5
Bengal	1,170	1,218	1,352	1,333	995	1,158	16·4
United Provinces	222	186	249	323	458	510	11·3
Punjab	112	124	148	141	183	239	30·6
Burma	97	122	118	118	158	177	12·0
Eastern Bengal and Assam	57	69	84	89	614	789	28·5
Central Provinces and Berar	133	143	174	165	201	259	28·8
Coorg	3	4	4	3	3	4	33·3
North-West Frontier Province	..	..	..	11	14	21	50·0
TOTAL	2,547	2,822	3,183	3,184	3,774	4,661	23·5

TABLE 105.—*Boys in the three divisions of the primary stage of instruction.*

[Figures in thousands.]

PROVINCE.	1906-07.				1911-12.				PERCENTAGE OF INCREASE.			
	A	B	C	Total.	A	B	C	Total.	A	B	C	Total.
Madras	47	540	66	653	50	676	142	868	6·4	25·2	115·1	32·9
Bombay	165	194	136	495	197	243	196	636	19·4	25·3	44·1	28·5
Bengal	60	590	345	995	80	702	376	1,158	33·3	19·0	9·0	16·4
United Provinces	55	363	40	458	72	381	57	510	30·9	5·0	42·5	11·3
Punjab	34	147	2	183	47	190	2	239	38·2	29·2	..	30·6
Burma	26	132	..	158	36	141	..	177	38·5	6·8	..	12·0
Eastern Bengal and Assam	44	356	214	614	59	398	332	789	34·1	11·8	55·1	28·5
Central Provinces and Berar	30	98	73	201	36	145	78	259	20·0	48·0	6·8	28·8
Coorg	1	2	..	3	1	2	1	4	..	..	100·0	33·3
North-West Frontier Province	3	11	..	14	4	17	..	21	33·3	54·5	..	50·0
TOTAL	465	2,433	876	3,774	582	2,895	1,184	4,661	25·2	19·0	35·2	23·5

A = Upper primary stage.
B = Lower primary stage; reading printed books.
C = Lower primary stage; not reading printed books.

TABLE 106.—*Boys in the three divisions of the primary stage of instruction by periods.*

[Figures in thousands.]

	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Stage A	343	403	412	465	582
Stage B	1,820	2,156	2,208	2,433	2,895
Stage C	659	624	564	876	1,184
TOTAL	2,822	3,183	3,184	3,774	4,661

TABLE 107.—*Boys in the primary stage, classified according to the management of the schools in which they study.*

[Figures in thousands.]

CLASS OF MANAGEMENT.	1896-97.	1901-02.	1906-07.	1911-12.
Government	34	29	37	50
Local Fund	722	719	1,041	1,405
Municipal	131	134	149	178
Native State	141	134	134	172
Aided	1,704	1,765	2,053	2,395
Unaided	451	403	360	461
TOTAL	3,183	3,184	3,774	4,661

TABLE 108.—*Proportion of boys of school-going age in the primary stage of public instruction.*

Province.	Number of boys in the primary stage per 1,000 of the male population of school-going age. 1891-92.	1901-02.	1906-07.	1911-12.	Number of male literates per 1,000 of the male population Census of 1911.
Madras	188	198	231	284	138
Bombay	221	225	253	303	120
Bengal	223	232	254	281	113
United Provinces	51	87	124	138	61
Punjab	73	86	112	145	65
North-West Frontier Province	..	63	81	117	57
Burma	209	167	197	191	376
Eastern Bengal and Assam	164*	197*	261	297	106
Central Provinces	101	137 }	203	223	62
Berar	203	213 }			
Coorg	250	204	195	273	157
GENERAL	159	174	205	238	111 102 (1906-07)

* Assam only.

TABLE 109.—*Expenditure on primary schools for boys by periods.*

[Figures in thousands.]

Province.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	16,02	18,16	19,55	25,48	37,74
Bombay	24,83	29,48	30,60	36,86	50,02
Bengal	25,72	28,90	30,56	25,97	30,07
United Provinces	6,24	6,75	7,84	13,32	16,43
Punjab	3,90	4,79	4,56	6,41	8,87
Burma	2,14	2,06	3,22	5,49	6,22
Eastern Bengal and Assam	1,81	2,45	2,63	15,04	13,05
Central Provinces and Berar	5,25	5,79	5,98	7,46	10,30
Coorg	14	17	17	23	27
North-West Frontier Province	..	..	34	45	66
TOTAL	86,05	98,55	1,05,45	1,36,71	1,79,62

TABLE 110.—*Expenditure on primary schools for boys by sources.*

[Figures in thousands.]

Sources of expenditure.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial	11,14	13,46	13,34	20,74	37,11
Local Board	28,50	32,48	34,77	53,05	59,18
Municipal Board	4,90	5,77	6,31	8,70	13,13
Native State	3,71	5,38	6,32	7,01	8,49
Fees	27,45	29,02	30,50	32,04	40,88
Private sources	10,34	12,44	14,21	15,17	20,83
TOTAL	86,04	98,55	1,05,45	1,36,71	1,79,62
Public Funds	48,25	57,09	60,74	89,50	1,17,91
Private Funds	37,79	41,46	44,71	47,21	61,71
TOTAL	86,04	98,55	1,05,45	1,36,71	1,79,62

TABLE 111.—*Expenditure on primary schools for boys by sources, 1906-07 and 1911-12.*

[Figures in thousands.]

	1906-07.								1911-12.							
	PUBLIC FUNDS.					Fees.	Private (other sources).	Grand Total.	PUBLIC FUNDS.					Fees.	Private (other sources).	Grand Total.
	Provincial Revenues.	District Funds.	Municipal Funds.	Public (other sources).	Total Public.				Provincial Revenues.	District Funds.	Municipal Funds.	Public (other sources).	Total Public			
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	96	11,82	2,01	..	14,79	5,78	4,92	25,48	11,08	9,94	2,18	..	23,20	7,03	7,51	37,74
	14,30	5,32	3,63	6,55	29,80	3,86	3,20	36,86	21,04	6,60	6,11	7,66	41,41	4,30	4,31	50,02
	1,77	6,52	63	21	9,13	13,48	3,36	25,97	2,30	5,83	64	37	9,14	16,77	4,16	30,07
	2	11,00	73	3	11,79	1,00	53	13,32	5	12,39	1,70	17	14,31	1,39	73	16,43
	12	4,61	42	..	5,15	80	45	6,41	18	6,51	55	..	7,24	1,63	60	8,87
	2,46	1,99	62	..	5,07	31	11	5,49	1,26	2,31	43	..	4,00	1,63	59	6,2[illegible]
	53	5,86	16	2	6,57	6,49	1,98	15,04	81	7,51	19	2	8,53	8,39	2,13	19,05
	52	5,46	47	20	6,65	23	58	7,46	32	7,43	1,28	27	9,30	24	76	10,30
	5	11	..	..	16	5	2	23	6	12	2	..	20	6	1	27
	1	36	3	..	39	4	2	45	1	54	3	..	58	4	3	65
Total	20,74	53,05	8,70	7,01	89,50	32,04	15,17	1,36,71	37,11	59,18	13,13	8,49	1,17,91	40,88	20,83	1,79,[illegible]

TABLE 112.—*Percentage of expenditure from public funds [including other (public) sources] to total expenditure on primary schools for boys.*

PROVINCE.	PUBLIC FUNDS.		TOTAL.		PERCENTAGE.	
	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	14,78,885	23,20,686	25,48,206	37,74,284	58·0	61·5
Bombay	29,80,404	41,39,986	36,86,511	59,01,580	80·8	82·8
Bengal	9,13,092	9,14,364	25,96,846	30,06,943	35·2	30·4
United Provinces	11,78,771	14,31,268	13,31,445	16,43,050	88·5	87·1
Punjab	5,15,327	7,23,894	6,41,177	8,87,087	80·4	81·6
Burma	5,06,561	4,00,779	5,48,892	6,22,283	92·3	64·4
Eastern Bengal and Assam	6,56,738	8,52,913	15,03,811	19,05,082	43·7	44·8
Central Provinces and Berar	6,64,921	9,30,484	7,45,996	10,30,075	89·1	90·3
Coorg	16,170	20,012	22,737	27,265	71·1	73·4
North-West Frontier Province	39,564	57,402	45,282	64,804	87·4	88·6
TOTAL	89,50,433	1,17,91,788	1,36,70,903	1,79,62,453	65·5	65·6

TABLE 113.—*Expenditure on primary schools for boys classified according to management.*

PROVINCE.	Public management.	Aided.	Unaided.	Total.
	Rs.	Rs.	Rs.	Rs.
Madras	13,81,493	21,54,680	2,38,111	37,74,284
Bombay	42,48,928	6,83,820	68,832	50,01,580
Bengal	1,26,456	24,82,024	3,98,463	30,06,943
United Provinces	13,33,791	2,88,937	20,322	16,43,050
Punjab	7,35,192	1,36,169	15,726	8,87,087
Burma	19,717	6,02,566	..	6,22,283
Eastern Bengal and Assam	6,11,189	11,96,586	97,307	19,05,082
Central Provinces and Berar	9,14,462	90,299	25,314	10,30,075
Coorg	24,122	3,143	..	27,265
North-West Frontier Province	54,732	7,151	2,921	64,804
TOTAL { 1911-12	94,50,082	76,45,375	8,66,996	1,79,62,453
TOTAL { 1906-07	66,58,577	63,87,042	6,25,284	1,36,70,903

TABLE 114.—*Average annual expenditure on a boys' primary school by periods.*

PROVINCE.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	85	89	91	102	119	157
Bombay	272	297	334	372	389	431
Bengal	48	53	58	67	76	8[illegible]
United Provinces	118	149	112	116	139	177
Punjab	202	225	195	202	203	260
Burma	43	36	44	82	111	131
Eastern Bengal and Assam	82	82	88	95	86	107
Central Provinces	193	186	158	167	} 282	322
Berar	225	200	192	253		
Coorg	171	196	223	242	277	341
North-West Frontier Province	..	..	..	221	209	249
GENERAL AVERAGE	85	94	101	114	133	162

TABLE 115.—*Average annual expenditure on a boys' primary school, classified according to management.*

PROVINCE.	Public.	Aided.	Unaided.	TOTAL.
	Rs.	Rs.	Rs.	Rs.
Madras	303	142	56	157
Bombay	450	336	529	431
Bengal	285	90	47	83
United Provinces	245	79	125	177
Punjab	291	183	108	260
Burma	1,517	127	..	131
Eastern Bengal and Assam	148	104	45	107
Central Provinces and Berar	344	310	104	322
Coorg	322	629	..	341
North-West Frontier Province	255	174	730	249
TOTAL 1911-12	320	116	56	162
TOTAL 1906-07	269	100	44	133

TABLE 116.—*Distribution of public funds between publicly managed and privately managed primary schools [illegible] boys, 1912.*

PROVINCE.	Total amount from public funds for primary education.	Amount given to public schools.	Amount given to aided schools.
	Rs.	Rs.	Rs.
Madras	23,20,686	12,36,831	10,83,85[illegible]
Bombay	41,39,986	39,43,450	1,96,53[illegible]
Bengal	9,14,364	1,18,374	7,95,99[illegible]
United Provinces	14,31,268	11,96,072	2,35,19[illegible]
Punjab	7,23,894	6,51,118	72,77[illegible]
Burma	4,00,779	17,859	3,82,920
Eastern Bengal and Assam	8,52,913	4,91,744	3,61,169
Central Provinces and Berar	9,30,484	8,93,144	37,34[illegible]
Coorg	20,012	19,143	869
North-West Frontier Province	57,402	52,974	4,42[illegible]
TOTAL 1911-12	1,17,91,788	86,20,709	31,71,07[illegible]
TOTAL 1906-07	89,50,433	60,23,459	29,26,9[illegible]

TABLE 117.—*Percentage of expenditure on primary schools (boys and girls) from provincial and local funds to total expenditure on education from those funds.*

Province.	1906-07.			1911-12.		
	Expenditure from provincial revenues and local funds on education.	Expenditure on primary schools (boys and girls) from provincial revenues and local funds.	Percentage of expenditure on primary schools to total expenditure on education.	Expenditure from provincial revenues and local funds on education.	Expenditure on primary schools (for boys and girls) from provincial revenues and local funds.	Percentage of expenditure on primary schools to total expenditure on education.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	42,79,590	16,51,396	38·6	59,64,266	26,63,891	44·7
Bombay	56,78,537	26,31,651	46·3	74,88,139	38,32,215	51·2
Bengal	48,80,614	10,71,772	22·0	68,10,088	10,82,290	15·9
United Provinces	49,27,654	12,81,311	26·0	67,58,076	15,82,185	23·4
Punjab	32,12,136	6,09,675	19·0	38,75,550	8,78,458	22·7
Burma	22,08,949	5,78,157	26·2	26,87,601	4,66,273	17·3
Eastern Bengal and Assam	25,13,520	7,28,128	29·0	40,10,524	10,32,948	25·7
Central Provinces and Berar	17,40,596	7,23,763	41·6	25,65,517	10,00,957	39·0
Coorg	33,928	18,852	55·6	53,498	24,024	44·9
North-West Frontier Province	159,050	42,772	26·9	3,09,813	63,427	20·5
TOTAL	2,96,34,574	93,37,477	31·5	4,05,23,072	1,26,26,668	31·1

TABLE 118.—*Income from subscriptions in primary schools for boys.*

Province.	1906-07.	1911-12.
	Rs.	Rs.
Madras	47,288	87,009
Bombay	65,272	81,082
Bengal	1,57,774	1,87,923
United Provinces	26,882	31,498
Punjab	19,272	24,178
Burma	4,105	24,129
Eastern Bengal and Assam	1,04,463	1,20,901
Central Provinces and Berar	24,268	8,917
Coorg	2,052	1,482
North-West Frontier Province	512	769
TOTAL	4,51,888	5,67,888

TABLE 119.—*Average annual cost of educating a pupil in a primary school for boys.*

Province.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	3·2	3·1	3·1	3·4	3·8	4·1
Bombay	4·8	5·2	5·7	6·4	6·8	7·6
Bengal	2·2	2·3	2·3	2·7	2·9	2·9
United Provinces	3·4	4·2	3·3	2·9	3·4	3·7
Punjab	4·1	4·4	4·4	4·9	4·9	5·5
Burma	2·1	1·7	1·7	2·8	3·5	3·9
Eastern Bengal and Assam	2·8	2·8	3·1	3·3	2·9	3·0
Central Provinces	3·4	3·3	2·9	3·3	} 4·4	} 4·4
Berar	5·4	5·5	5·1	6·1	}	}
Coorg	3·8	3·5	4·2	4·9	6·4	5·4
North-West Frontier Province	..	..	..	4·9	4·7	5·1
GENERAL AVERAGE	3·0	3·2	3·2	3·7	3·9	4·2

TABLE 120.—*Income from fees in boys' primary schools (fee paid per pupil per annum).*

PROVINCE.	1906-07.	1911-12.
	Rs. A. P.	Rs. A. P.
Madras	0 13 4	0 11 11
Bombay	0 10 0	0 10 3
Bengal	1 6 7	1 7 10
United Provinces	0 4 1	0 4 8
Punjab	0 9 1	0 9 2
Burma	0 3 2	1 0 2
Eastern Bengal and Assam	1 2 5	1 3 1
Central Provinces and Berar	0 2 1	0 1 7
Coorg	1 4 1	1 1 11
North-West Frontier Province	0 6 3	0 4 8
TOTAL	0 14 1	0 14 6

TABLE 121.—*Average annual fee per pupil in a primary school for boys by periods.*

——	Fee.	Number of pupils on the rolls on 31st March.	Average fee.
	Rs.	Rs.	Rs. A. P.
1886-87	23,39,988	2,381,217	0 15 9
1891-92	27,45,075	2,680,424	1 0 5
1896-97	29,01,675	3,028,203	0 15 4
1901-02	30,49,655	3,009,129	1 0 4
1906-07	32,03,786	3,630,668	0 14 1
1911-12	40,87,951	4,522,648	0 14 6

TABLE 122.—*Average annual fee per pupil in a primary school for boys classified according to management.*

PROVINCE.	PUBLIC.		AIDED.		UNAIDED.		TOTAL.	
	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Madras	0 12 3	0 8 7	0 13 0	0 12 3	0 14 2	1 1 9	0 13 4	0 11 11
Bombay	0 9 9	0 7 10	1 8 4	1 8 7	1 11 4	1 13 2	0 10 0	0 10 3
Bengal	0 15 1	0 4 11	1 6 7	1 7 10	1 7 9	1 10 4	1 6 7	1 7 10
United Provinces	0 4 8	0 5 8	0 2 0	0 2 1	0 4 6	0 2 7	0 4 1	0 4 8
Punjab	0 9 6	0 9 5	0 6 9	0 8 5	0 13 1	0 7 4	0 9 1	0 9 2
Burma	3 2 8	2 7 10	0 2 9	1 0 0	..	..	0 3 2	1 0 2
Eastern Bengal and Assam	0 1 5	0 8 7	1 7 2	1 8 1	0 14 0	1 0 5	1 2 5	1 3 1
Central Provinces and Berar	0 1 0	0 0 1	0 15 9	1 1 9	0 11 5	0 10 3	0 2 1	0 1 7
Coorg	1 3 6	1 0 9	1 8 5	1 15 10	1 11 1	..	1 4 1	1 1 11
North-West Frontier Province	0 3 0	0 2 6	1 2 3	0 8 2	2 0 4	2 2 3	0 6 3	0 4 8
TOTAL	0 7 4	0 6 9	1 1 3	1 3 1	1 2 8	1 5 3	0 14 1	0 14 6

TABLE 123.—*Expenditure on scholarships in primary schools for boys and girls.*

PROVINCE.	1907.	1912.
	Rs.	Rs.
Madras	4,841	16,581
Bombay	36,584	44,309
Bengal	19,732	23,297
United Provinces	908	9,747
Punjab	10,628	16,418
Burma	237	4,113
Eastern Bengal and Assam	14,566	11,368
Central Provinces and Berar	3,820	[illegible]
Coorg	..	[illegible]
North-West Frontier Province	876	1,017
TOTAL	92,192	1,31,974

MIDDLE VERNACULAR SCHOOLS.

TABLE 124.—*Number and strength of middle vernacular schools for boys.*

Province.		1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	S.	47	89	149	101	87	..
	P.	3,039	4,350	10,953	8,980	8,186	..
Bombay	S.	..	..	..	..	..	..
	P.	..	..	..	..	..	..
Bengal	S.	1,157	1,113	1,140	970	409	358
	P.	64,478	61,351	65,441	53,344	24,350	24,152
United Provinces	S.	468	333	297	301	340	375
	P.	42,237	30,090	31,769	40,732	49,076	45,378
Punjab	S.	125	123	122	110	110	118
	P.	18,047	18,169	18,925	17,554	18,081	22,232
Burma	S.	15	22	160	254	411	747
	P.	1,279	1,579	9,918	16,013	27,183	53,715
Eastern Bengal and Assam	S.	47	43	48	45	420	327
	P.	3,455	2,854	2,985	2,820	24,401	20,989
Central Provinces and Berar	S.	..	171	149	141	252	252
	P.	..	18,576	18,762	18,053	31,510	37,179
Coorg	S.	..	..	..	..	..	..
	P.	..	..	..	..	..	..
North-West Frontier Province	S.	..	..	..	10	10	14
	P.	..	..	..	1,210	1,345	2,425
TOTAL	S.	1,859	1,894	2,065	1,932	2,039	2,191
	P.	132,535	136,969	158,753	158,706	184,132	206,070

TABLE 125.—*Middle vernacular schools for boys classified according to management.*

Province.	Public.			Private.		Total Public.	Total Private.	Grand Total.
	Government.	Board.	Native States.	Aided.	Unaided.			
Madras	..	..	..	..	..	..	..	..
Bombay	..	..	..	..	..	..	..	..
Bengal	17	88	3	196	54	108	250	358
United Provinces	6	354	2	10	3	362	13	375
Punjab	..	117	..	1	..	117	1	118
Burma	24	8	..	715	..	32	715	747
Eastern Bengal and Assam	19	41	..	249	18	60	267	327
Central Provinces and Berar	2	226	8	15	1	236	16	252
Coorg	..	..	..	..	..	..	..	..
North-West Frontier Province	..	14	..	..	..	14	..	14
TOTAL 1911-12	68	848	13	1,186	76	929	1,262	2,191
TOTAL 1906-07	50	828	15	1,064	82	893	1,146	2,039

TABLE 126.—*Number of boys in middle stage in middle vernacular schools.*

Province.	1906-07.	1911-12.
Madras	2,007	..
Bombay	..	..
Bengal	3,789	3,464
United Provinces	16,306	22,938
Punjab*	5,011	5,516
Burma*	3,067	5,792
Eastern Bengal and Assam	3,838	2,477
Central Provinces and Berar	4,103	4,945
Coorg	..	..
North-West Frontier Province	252	332
TOTAL	38,373	45,464

* NOTE.—Besides there were 51 pupils in the vernacular high school classes in the Punjab and 31 in Burma in 1906-07. In the 1911-12 there were only 28 pupils in vernacular high school classes in Burma.

TABLE 127.—*Average number of pupils in a middle vernacular school for boys.*

PROVINCE.	1907.	1912.
Madras	94	..
Bombay	..	..
Bengal	60	67
United Provinces	144	121
Punjab	164	188
Burma	66	72
Eastern Bengal and Assam	58	64
Central Provinces and Berar	125	147
Coorg	..	..
North-West Frontier Province	134	173
AVERAGE	90	94

TABLE 128.—*Expenditure on middle vernacular schools for boys by periods.*

PROVINCE.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	13,753	24,510	92,636	83,630	95,268	..
Bombay	..	..	..	..	..	..
Bengal	4,45,351	4,58,845	4,62,417	4,00,820	2,12,342	1,89,151
United Provinces	1,98,131	1,88,295	2,03,303	2,44,432	3,42,227	4,40,441
Punjab	1,09,412	1,18,468	1,28,454	1,21,131	1,33,309	1,81,759
Burma	14,167	4,814	48,802	65,217	1,35,584	3,30,703
Eastern Bengal and Assam	28,698	28,118	30,675	29,848	1,84,966	1,64,844
Central Provinces and Berar	..	78,484	75,750	89,454	1,10,183	2,20,418
Coorg	..	..	..	..	..	..
North-West Frontier Province	..	..	..	9,021	10,449	18,49[illegible]
TOTAL	8,09,512	9,01,534	10,42,037	10,43,553	12,24,328	15,45,814

TABLE 129.—*Expenditure on middle vernacular schools for boys by sources.*

PROVINCE.	1906-07.								1911-12.						
	PUBLIC FUNDS.					Fees.	Private (other sources).	Total.	PUBLIC FUNDS.					Fees.	Private (other sources).
	Provincial revenues.	Local funds.	Municipal funds.	Public (other sources).	Total Public.				Provincial revenues.	Local funds.	Municipal funds.	Public (other sources).	Total Public.		
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	14,933	19,686	2,854	..	37,473	25,245	32,550	95,268	..	..	..	..	..	..	..
Bombay	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Bengal	22,776	62,655	3,601	1,581	90,613	74,350	47,379	2,12,342	23,351	49,742	1,175	1,183	75,451	71,867	41,833
United Provinces	3,976	2,11,495	20,430	530	2,36,431	94,449	11,347	3,42,227	6,556	2,88,621	25,399	1,818	3,22,394	1,07,223	10,824
Punjab	5	76,620	17,671	..	94,296	38,688	325	1,33,309	..	1,10,826	17,919	..	1,28,745	50,428	2,586
Burma	59,655	40,391	34,848	..	1,34,894	690	..	1,35,584	97,246	1,15,811	56,829	..	2,69,886	58,914	1,903
Eastern Bengal and Assam.	39,204	37,276	290	225	76,995	81,907	26,064	1,84,966	46,975	31,704	12	..	78,691	69,866	16,287
Central Provinces and Berar.	19,847	59,848	11,738	2,433	93,866	2,071	14,246	1,10,183	9,715	1,73,664	16,917	5,486	2,05,782	880	13,756
Coorg	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
North-West Frontier Province.	..	7,823	1,452	..	9,275	1,174	..	10,449	..	13,863	2,592	..	16,455	1,692	[illegible]
TOTAL	1,60,396	5,15,794	92,884	4,769	7,73,843	3,18,574	1,31,911	12,24,328	1,83,843	7,84,231	1,20,843	8,487	10,97,404	3,60,870	87,540

TABLE 130.—*Income from fees in middle vernacular schools for boys.*

Province.	1906-07.	1911-12.
	Rs.	Rs.
Madras	25,245	..
Bombay	..	..
Bengal	74,350	71,867
United Provinces	94,449	1,07,223
Punjab	38,688	50,428
Burma	690	58,914
Eastern Bengal and Assam	81,907	69,866
Central Provinces and Berar	2,071	880
North-West Frontier Province	1,174	1,692
TOTAL	3,18,574	3,60,870

TABLE 131.—*Average annual cost of a middle vernacular school for boys.*

Province.	1906-07.	1911-12.
	Rs.	Rs.
Madras	1,095	..
Bombay	..	..
Bengal	519	528
United Provinces	1,007	1,174
Punjab	1,212	1,540
Burma	330	443
Eastern Bengal and Assam	440	504
Central Provinces and Berar	437	875
North-West Frontier Province	1,045	1,321
GENERAL AVERAGE	600	705

TABLE 132.—*Average annual fee per pupil in a middle vernacular school for boys.*

Province.	1906-07.	1911-12.
	Rs.	Rs.
Madras	3·2	..
Bombay	..	..
Bengal	3·2	3·1
United Provinces	2·0	2·5
Punjab	2·2	2·4
Burma	·03	1·1
Eastern Bengal and Assam	3·6	3·6
Central Provinces and Berar	·1	·02
North-West Frontier Province	·8	·7
GENERAL AVERAGE	1·8	1·8

PROFESSIONAL COLLEGES AND SCHOOLS.

TABLE 133.—*Law colleges and law classes attached to Arts colleges.*

Province.		Government.	Board.	Unaided.	Total.	Expenditure from Provincial revenues.	Expenditure from Fees.	Expenditure from Other sources.	Total.
						Rs.	Rs.	Rs.	Rs.
Madras	Institutions	1	..	..	1	..	36,969(a)	14	36,983
	Pupils	455	..	..	455				
Bombay	Institutions	1	..	..	1	—14,943	37,810	1,880	24,747
	Pupils	458	..	..	458				
Bengal	Institutions	4	1	4	9	39,725	70,665	..	1,10,390
	Pupils	727	12	407	1,146				
United Provinces	Institutions	..	..	5	5	..	36,159	6,134	42,293
	Pupils	..	..	559	559				
Punjab	Institutions	..	..	1	1	..	21,309	..	21,309
	Pupils	..	..	211	211				
Burma	Institutions	1	..	..	1	4,441	1,559	..	6,000
	Pupils	10	..	..	10				
Eastern Bengal and Assam.	Institutions	4	..	..	4	3,537	9,318	..	12,855
	Pupils	130	..	..	130				
Central Provinces and Berar.	Institutions	1	..	..	1	4,333	5,584	..	9,917
	Pupils	77	..	..	77				
Coorg	Institutions	..	..	..	..	..	..	..	..
	Pupils	..	..	..	..				
North-West Frontier Province.	Institutions	..	..	..	..	..	..	..	..
	Pupils	..	..	..	..				
TOTAL 1911-12	Institutions	12	1	10	23				
	Pupils	1,857	12	1,177	3,046	37,093	2,19,373	8,028	2,64,494
TOTAL 1906-07	Institutions	12	1	14	27				
	Pupils	1,276	18	1,604	2,898	—3,547	1,44,742	8,299	1,49,494

	Rs.
Total expenditure, 1901-02	1,25,786
" " 1896-97	1,35,504

(*a*) Law college surplus fees Rs. 34,548.

TABLE 134.—*Examination for the degree of Bachelor of Law.*

Province.	1896-97. Candidates.	1896-97. Passed.	1901-02. Candidates.	1901-02. Passed.	1906-07. Candidates.	1906-07. Passed.	1911-12. Candidates.	1911-12. Passed.
Madras	203	52	382	179	340	165	316	81
Bombay	175	77	216	142	233	115	316	178
Bengal	400	204	570	213	469	229	479	246
United Provinces	191	41	66	9	127	43	198	111
Punjab	26	23	65	22	50	15	139	94
Eastern Bengal and Assam	..	..	..	..	..	..	39	8*
Central Provinces and Berar	31	14	29	17	31	13	43	23*
TOTAL	1,026	411	1,328	582	1,250	580	1,530	741

* Law final.

TABLE 135.—*Government medical colleges, 1911-12.*

—	Pupils.	Expenditure from: Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Medical College, Madras *	260	61,894	..	..	30,709	546	93,149
Government Medical College, Bombay	531	1,34,135	..	..	86,560	2,732	2,23,427
Medical College, Calcutta	680	2,33,844	..	..	59,385	..	2,93,229
Medical College, Lucknow	29	20,471	..	..	2,635	..	23,106
Medical College, Lahore	156	1,01,405	3,770	3,437	12,090	..	1,20,702
TOTAL 1911-12	1,656	5,51,749	3,770	3,437	1,91,379	3,278	7,53,613
TOTAL 1906-07	1,542	5,43,498	3,418	9,069	77,896	3,194	6,37,075

* Madras has furnished no statistics for medical education for 1911-12; hence these figures have been taken from the report for 1910-11.

		Rs.
Total expenditure, 1901-02	. . . .	4,23,863
,, ,, 1896-97	. . . .	3,79,550

TABLE 136.—*Medical schools (by management) and expenditure.*

—	Government.	Aided.	Unaided.	Total: 1911-12.	1906-07.	1901-02.	1896-97.	Expenditure from: Provincial revenues.	Local funds.	Fees.	Other sources.	TOTAL.
								Rs.	Rs.	Rs.	Rs.	Rs.
Madras *	4	..	..	4	4	2	3	1,32,817	..	4,853	..	1,25,670
Bombay	3	1	..	4	4	4	4	42,117	3,200	3,729	11,264	60,310
Bengal	3	..	4	7	7	9	10	86,089	..	66,690	1,200	1,53,979
United Provinces	2	..	..	2	2	1	1	40,498	..	..	..	40,498
Punjab	1	4	..	5	5	5	2	32,885	3,992	15,639	93,433	1,45,949
Eastern Bengal and Assam	2	..	4	6	5	1	..	58,124	..	12,084	..	70,208
TOTAL 1911-12	15	5	8	28		22	20	3,92,530	7,192	1,02,995	1,05,897	6,08,614
TOTAL 1906-07	15	4	8		27			3,88,460	2,920	65,674	25,322	4,32,376

		Rs.
Total expenditure, 1901-02	. . . .	2,98,116
,, ,, 1896-97	. . . .	3,05,236

TABLE 137.—*Pupils in medical schools, by management.*

—	Government.	Aided.	Unaided.	Total.
Madras*	362	..	..	362
Bombay	318	3	..	321
Bengal	553	..	1,295	1,848
United Provinces	326	..	..	326
Punjab	322	331	..	653
Eastern Bengal and Assam	314	..	398	712
TOTAL 1911-12	2,195	334	1,693	4,222
TOTAL 1906-07	1,829	111	1,238	3,178

		Rs.
TOTAL, 1901-02	. . . .	2,727
1896-97	. . . .	2,694

* Madras has furnished no statistics for medical education for 1911-12; hence the figures have been taken from the report for 1910-11.

TABLE 138.—*Government engineering schools and colleges.*

Name of school or college.	Pupils.	Expenditure from Provincial revenues.	Expenditure from Fees.	Expenditure from Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.
College of Engineering, Madras	308	93,121	22,648	(a) 1,444	1,17,213
College of Science, Poona	148	74,221	17,825	1,955	94,001
Civil Engineering College, Sibpur	319	2,04,932	15,994	12,378	2,33,304
Thomason Civil Engineering College, Roorkee	412	3,23,852	2,423	..	3,26,275
Government School of Engineering, Rasul	100	6,607	2,521	..	9,128
Government School of Engineering, Insein	35	(b) 44,037	(b) 733	..	(b) 44,770
Dacca School of Engineering	287	52,618	7,282	4,290	64,190
TOTAL 1911-12 . { Institutions / Pupils	7 / 1,609	7,99,388	69,426	20,067	8,88,881
,, 1906-07 . { Institutions / Pupils	4 / 1,243	5,47,485	65,531	14,374	6,27,390

(a) Non-departmental Rs. 193.

(b) Inclusive of the expenditure on the "Apprentices' School, Insein."

	Rs.
Total Expenditure, 1901-02	5,30,669
Ditto 1896-97	3,55,275

TABLE 139.—*Government agricultural colleges (as given in the provincial educational reports for 1911-12).*

——	Institutions.	Pupils.	Expenditure from Provincial revenues.	Expenditure from Fees.	Total.
			Rs.	Rs.	Rs.
Bombay	1	102	76,937*	..	76,937
United Provinces	1	115	45,299	1,361	46,660
Punjab	1	50	48,117	6,590	54,707
TOTAL { 1911-12	3	267	1,70,353	7,951	1,78,304
TOTAL { 1906-07	3	205	62,335	5,230	67,565

	Rs.
Total Expenditure, 1901-2	71,841
,, ,, 1896-7	42,752

* Includes Rs. 250 from local fund.

TECHNICAL AND INDUSTRIAL SCHOOLS.

TABLE 140.—*Technical and Industrial schools by periods.*

PROVINCE.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	4	12	14	44
Bombay	16	19	31	31
Bengal	23	26	52	75
United Provinces	2	9	11	35
Punjab	7	7	19	30
Burma	..	4	3	3
Eastern Bengal and Assam	2	1	12	17
Central Provinces and Berar	3	6	5	7
TOTAL	57	84	147	242

TABLE 141.—*Technical and Industrial schools, by management.*

	Government.	Board.	Native State.	Aided.	Unaided.	Total.
1896-97	6	16	4	25	6	57
1901-02	5	16	3	45	15	84
1906-07	9	36	4	79	19	147
1911-12	25	39	5	141	32	242

TABLE 142.—*Pupils in Technical and Industrial schools by periods.*

PROVINCE.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	137	406	290	2,121
Bombay	1,223	1,829	2,030	2,267
Bengal	623	756	1,275	2,246
United Provinces	296	736	782	1,671
Punjab	759	962	1,639	2,614
Burma	..	83	193	231
Eastern Bengal and Assam	16	1	475	625
Central Provinces and Berar	47	204	136	289
TOTAL	3,101	4,977	6,820	12,064

TABLE 143.—*Pupils in Technical and Industrial schools, by management.*

	Government.	Board.	Native State.	Aided.	Unaided.	Total.
1896-97	..	..	..	..	..	3,101
1901-02	725	1,094	206	2,373	579	4,977
1906-07	947	1,632	256	3,301	684	6,820
1911-12	1,365	2,451	313	6,657	1,278	12,064

TABLE 144.—*Sources of income of Technical and Industrial schools.*

PROVINCE.	1906-07.					1911-12.				
	Provincial and local funds.	Fees.	OTHER SOURCES.		Total.	Provincial and local funds.	Fees.	OTHER SOURCES.		Total.
			Private.	Public.				Private.	Public.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	2,400	27	10,610	..	13,037	33,527	3,789	1,86,185	..	2,23,501
Bombay	1,20,820	19,493	2,37,518	18,475	3,96,306	1,92,027	28,276	1,48,423	23,554	3,92,280
Bengal	22,250	3,034	30,913	..	56,197	81,462	17,300	83,114	..	1,81,876
United Provinces	16,563	1,612	13,643	..	31,818	1,17,011	6,021	90,141	..	2,13,173
Punjab	20,952	1,440	25,226	..	47,618	42,882	2,862	19,490	..	65,234
Burma	1,897	..	..	..	1,897	3,493	..	..	..	3,493
Eastern Bengal and Assam	22,779	8,085	6,715	..	37,579	38,264	9,080	19,504	..	66,848
Central Provinces and Berar	4,843	..	1,800	..	6,643	16,840	..	9,702	..	26,542
TOTAL	2,12,504	33,691	3,26,425	18,475	5,91,095	5,25,506	67,328	5,56,559	23,554	11,72,947

TABLE 145.—*Schools of Art.*

	Pupils.				Expenditure from			
	1896-97.	1901-02.	1906-07.	1911-12.	Provincial revenues.	Fees.	Other sources.	Total.
					Rs.	Rs.	Rs.	Rs.
School of Art, Madras . .	633	321	455	367	50,251	108	4,835	55,194
Sir J. J. School of Art, Bombay	228	423	366	357	46,456	12,852	10,108	69,416
School of Art, Calcutta . .	261	228	252	280	40,225	4,087	..	44,312
Mayo School of Art, Lahore .	179	248	301	230	27,117	517	..	27,634
TOTAL .	1,301	1,220	1,374	1,234	1,64,049	17,564	14,943	1,96,556
			TOTAL .	1906-07	89,686	20,417	15,225	1,25,328
				TOTAL EXPENDITURE 1901-02 .				1,50,035
				,, ,, 1896-97 .				1,21,870

TABLE 146.—*Commercial schools and pupils.*

Province.	1906-07.		1911-12.	
	Schools.	Pupils.	Schools.	Pupils.
Madras	1	180	1	287
Bombay	4	144	7	321
Bengal	4	157	12	710
United Provinces	..	..	1	4
Punjab	1	38	1	61
Burma	..	..	..	..
Eastern Bengal and Assam	2	65	6	160
Central Provinces and Berar	..	..	..	..
Coorg	..	..	..	..
North-West Frontier Province	..	..	..	..
TOTAL .	12	584	28	1,543

TABLE 147.—*Commercial schools and pupils by management.*

	Government.		Board.		Native State.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1906-07 .	2	218	1	63	..	..	2	103	7	200	12	584
1911-12 .	4	439	1	137	...	..	6	357	17	610	28	1,543

TABLE 148.—*Sources of income of Commercial schools.*

Province.	1912.				
	Provincial and local funds.	Fees.	Other Sources. Private.	Other Sources. Public.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	1,779	6,435	..	..	8,214
Bombay	4,787	9,147	3,585	..	17,519
Bengal	19,887	20,610	3,139	..	43,636
United Provinces	300	410	..	..	710
Punjab	2,135	2,165	..	..	4,300
Burma	..	..	..	..	..
Eastern Bengal and Assam	..	7,558	341	..	7,899
TOTAL 1911-12 .	28,888	46,325	7,065	..	82,273
TOTAL 1906-07 .	7,580	13,212	4,551	..	25,343
			INCOME 1901-02 .		27,115

TRAINING OF TEACHERS.

TABLE 149.—*Training institutions for masters.*

Province.	Colleges.		Schools.		Total.	
	1907.	1912.	1907.	1912.	1907.	1912.
Madras	2	1	61	64	63	65
Bombay	1	..	7	21	8	21
Bengal	..	3	119	212	119	215
United Provinces	1	2	54	116	55	118
Punjab	1	2	5	7	6	9
Burma	..	..	8	8	8	8
Eastern Bengal and Assam	..	1	51	55	51	56
Central Provinces and Berar	1	1	5	5	6	6
Coorg	..	..	1	1	1	1
North-West Frontier Province	..	..	1	1	1	1
Total	6	10	312	490	318	500

TABLE 150.—*Pupils in Training institutions for masters.*

Province.	In Colleges.		In Schools.		Total.	
	1907.	1912.	1907.	1912.	1907.	1912.
Madras	86	99	1,670	2,829	1,756	2,928
Bombay	31	..	1,078	1,252	1,109	1,252
Bengal	..	39	1,755	3,526	1,755	3,565
United Provinces	66	73	982	1,121	1,048	1,194
Punjab	171	245	401	452	572	697
Burma	..	..	448	329	448	329
Eastern Bengal and Assam	..	37	1,102	1,412	1,102	1,449
Central Provinces and Berar	13	29	370	364	383	393
Coorg	..	..	27	21	27	21
North-West Frontier Province	..	..	25	59	25	59
Total	367	522	7,858	11,365	8,225	11,887

TABLE 151.—*Training schools for masters by management.*

Province.	1907.						1912.					
	Government.	Board.	Native State.	Aided.	Unaided.	Total.	Government.	Board.	Native State.	Aided.	Unaided.	Total.
Madras	31	17	..	10	3	61	31	18	..	14	1	64
Bombay	5	..	1	1	..	7	19	..	1	1	..	21
Bengal	112	..	..	6	1	119	208	..	..	4	..	212
United Provinces	6	48	..	..	..	54	7	108	1	..	..	116
Punjab	5	..	..	..	..	5	5	2	..	..	..	7
Burma	5	..	..	3	..	8	5	..	..	3	..	8
Eastern Bengal and Assam	48	..	..	3	..	51	53	..	..	2	..	55
Central Provinces and Berar	4	..	..	..	1	5	5	..	..	..	..	5
Coorg	1	..	..	..	..	1	1	..	..	..	..	1
North-West Frontier Province	1	..	..	..	..	1	1	..	..	..	..	1
Total	218	65	1	23	5	312	335	128	2	24	1	490

TABLE 152.—*Male pupils in Training institutions by race or creed.*

PROVINCE.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS. Brahmans.	HINDUS. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	TOTAL.
Madras	2	632	1,015	1,096	161	..	..	6	2,912
Bombay	..	65	593	431	160	..	1	..	1,250
Bengal	..	138	744	1,952	623	..	..	108	3,565
United Provinces	1	3	550	429	206	..	..	3	1,192
Punjab	15	10	139	285	244	..	..	4	697
Burma	5	80	1	..	6	195	..	..	287
Eastern Bengal and Assam	..	109	132	489	621	10	..	73	1,434
Central Provinces and Berar	..	9	106	235	41	..	..	2	393
Coorg	..	2	1	16	..	..	..	..	19
North-West Frontier Province	..	..	1	10	48	..	..	..	59
TOTAL 1911-12	23	1,048	3,282	4,943	2,110	209	1	196	11,812
TOTAL 1906-07	18	1,055	2,373	3,095	1,100	218	1	217	8,077

TABLE 153.—*Expenditure on Training colleges.*

PROVINCE.	1907. Provincial revenues.	1907. Local funds.	1907. Fees.	1907. Other sources.	1907. TOTAL.	1912. Provincial revenues.	1912. Local funds.	1912. Fees.	1912. Other sources.	1912. TOTAL.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	37,530	..	750	915	39,195	33,814	..	319	634	34,767
Bombay	25,869	..	..	..	25,869	..	..	..	..	..
Bengal	..	..	..	..	..	45,352	..	..	..	45,352
United Provinces	33,699	..	..	..	33,699	53,420	..	..	..	53,420
Punjab	61,302	213	..	171	61,686	93,088	875	..	2,296	96,259
	29,116*	..	2,155*	7,856*	39,127*	10,482*	..	2,023*	6,349*	19,854*
Burma	..	..	..	..	..	..	..	..	..	..
Eastern Bengal and Assam	..	..	..	..	..	39,857	..	..	..	39,857
Central Provinces and Berar	10,711	..	..	..	10,711	22,230	..	..	..	22,230
Coorg	..	..	..	..	..	..	..	..	..	..
North-West Frontier Province	..	..	..	..	..	..	..	..	..	..
TOTAL	1,98,227	213	2,905	8,942	2,10,287	2,98,243	875	3,142	9,279	3,11,539

* For Female Colleges.

TABLE 154.—*Expenditure on Training schools for masters.*

PROVINCE.	1907. Provincial revenues.	1907. Local funds.	1907. Fees.	1907. Other sources.	1907. TOTAL.	1912. Provincial revenues.	1912. Local funds.	1912. Fees.	1912. Other sources.	1912. TOTAL.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	1,45,083	17,948	687	21,142	1,84,860	2,54,980	30,388	858	26,654	3,12,880
Bombay	78,002	46,227	108	18,337	1,42,674	1,57,349	45,291	65	21,006	2,23,711
Bengal	1,44,696	1,331	4,353	9,707	1,60,087	3,48,082	1,002	13,535	13,891	3,76,510
United Provinces	92,359	20,834	..	333	1,13,526	74,380	62,939	116	1,147	1,38,582
Punjab	62,701	31	..	..	62,732	68,672	517	..	..	69,189
Burma	84,269	..	394	4,628	89,291	1,41,724	..	57	9,813	1,51,594
Eastern Bengal and Assam	73,968	147	4,432	569	79,116	1,25,531	2,119	3,616	1,744	1,33,010
Central Provinces and Berar	58,335	..	..	..	58,335	59,849	..	..	188	60,037
Coorg	2,803	..	..	..	2,803	3,469	..	..	14	3,483
North-West Frontier Province	4,385	..	..	..	4,385	15,312	..	..	..	15,312
TOTAL	7,46,601	86,518	9,974	54,716	8,97,809*	12,40,348	1,42,256	18,247	74,457	14,84,308

* This excludes expenditure of Rs. 25,869 on the Training College, Bombay, and of Rs. 10,711 on the Training College, Jubbulpore.

TABLE 155.—*Training schools for mistresses.*

PROVINCE.	1907.		1912.	
	Institutions.	Pupils.	Institutions.	Pupils.
Madras	18	368	21	444
Bombay	13	223	18	456
Bengal	19	311	15	191
United Provinces	6	174	18	161
Punjab	1	72	6	48
Burma	4	94	4	127
Eastern Bengal and Assam	..	..	1	22
Central Provinces and Berar	2	36	2	59
Coorg	..	..	..	..
North-West Frontier Province	..	..	..	..
TOTAL	63	1,278(*a*)	85	1,508

(*a*) Includes 11 boys in girls' schools in Bengal.

TABLE 156.—*Training schools for mistresses by management.*

PROVINCE.	1907.						1912.					
	Government.	Board.	Native State.	Aided.	Unaided.	Total.	Government.	Board.	Native State.	Aided.	Unaided.	Total.
Madras	4	..	..	14	..	18	6	..	..	14	1	21
Bombay	3	2	1	6	1	13	4	1	1	6	6	18
Bengal	1	..	..	17	1	19	3	..	..	12	..	15
United Provinces	1	..	..	3	2	6	7	1	..	9	1	18
Punjab	1	..	..	..	..	1	1	1	..	4	..	6
Burma	..	..	..	4	..	4	..	..	..	4	..	4
Eastern Bengal and Assam.	..	..	..	..	..	..	1	..	..	..	..	1
Central Provinces and Berar.	2	..	..	..	..	2	2	..	..	..	..	2
Coorg	..	..	..	..	..	..	..	..	..	..	..	..
North-West Frontier Province.	..	..	..	..	..	..	..	..	..	..	..	..
TOTAL	12	2	1	44	4	63	24	3	1	49	8	85

TABLE 157.—*Pupils in State and privately managed Training schools for mistresses.*

PROVINCE.	STATE SCHOOLS.		PRIVATELY MANAGED SCHOOLS.		TOTAL.	
	1907.	1912.	1907.	1912.	1907.	1912.
Madras	110	146	258	298	368	444
Bombay	110	279	113	177	223	456
Bengal	20	49	291	142	311	191
United Provinces	41	41	133	120	174	161
Punjab	72	21	..	27	72	48
Burma	..	..	94	127	94	127
Eastern Bengal and Assam	..	22	..	..	..	22
Central Provinces and Berar	36	59	..	..	36	59
Coorg	..	..	..	..	..	..
North-West Frontier Province	..	..	..	..	..	..
TOTAL	389	617	889	891	1,278(*a*)	1,508

(*a*) Includes 11 boys in girls' school in Bengal.

TABLE 158.—*Female pupils in Training colleges and schools for males and females.*

Province.	Number of female students in training schools and colleges for mistresses.		Number of female students in training schools and colleges for masters.		Total number of female students.	
	1907.	1912.	1907.	1912.	1907.	1912.
Madras	369	444	18	12	387	456
Bombay	223	456	..	2	223	458
Bengal	300	191	52	..	352	191
United Provinces	174	161	1	2	175	163
Punjab	101	78	..	..	101	78
Burma	94	127	71	42	165	169
Eastern Bengal and Assam	..	22	13	15	13	37
Central Provinces and Berar	36	59	..	..	36	59
Coorg	..	..	4	2	4	2
North-West Frontier Province	..	..	..	..	..	..
TOTAL	1,297	1,538	159	75	1,456	1,613

TABLE 159.—*Female pupils by race or creed in Training colleges and schools.*

Province.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	TOTAL.
			Brahmans.	Non-Brahmans.					
Madras	42	345	3	44	20	..	..	2	456
Bombay	41	122	134	131	20	..	2	8	458
Bengal	20	139	8	14	10	..	..	..	191
United Provinces	45	65	12	22	19	..	..	..	163
Punjab	30	11	5	18	14	..	..	..	78
Burma	40	102	..	..	2	25	..	..	169
Eastern Bengal and Assam	1	11	2	11	3	..	1	8	37
Central Provinces and Berar	..	7	9	38	4	..	..	1	59
Coorg	..	..	..	2	..	..	..	..	2
North-West Frontier Province	..	..	..	..	..	..	..	..	..
TOTAL 1911-12	219	802	173	280	92	25	3	19	1,613
TOTAL 1906-07	207	846	88	204	70	32	..	9	1,456

TABLE 160.—*Expenditure on Training schools for mistresses.*

Province.	1907.					1912.				
	Provincial revenues.	Local funds.	Fees.	Other sources.	TOTAL.	Provincial revenues.	Local funds.	Fees.	Other sources.	TOTAL.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	45,495	..	748	16,778	63,021	69,255	..	165	18,567	87,987
Bombay	24,790	16,073	4,553	24,277	69,693	47,970	10,757	4,760	26,232	89,719
Bengal	22,309	64	3,189	10,665	36,227	36,376	390	2,962	25,957	65,685
United Provinces	18,863	2,146	5,353	12,684	39,046	41,255	344	4,187	14,875	60,661
Punjab	11,912	..	..	..	11,912	10,112	1,694	66	2,737	14,609
Burma	9,347	..	..	200	9,547	22,897	..	444	4,700	28,041
Eastern Bengal and Assam	..	..	..	..	..	7,684	..	141	5	7,830
Central Provinces and Berar	13,790	..	..	..	13,790	15,628	..	..	..	15,628
Coorg	..	..	..	..	..	..	..	..	..	..
North-West Frontier Province	..	..	..	..	..	..	..	..	..	..
TOTAL	1,46,506	18,283	13,843	64,604	2,43,236	2,51,177	13,185	12,725	93,073	370,160

EDUCATION OF GIRLS.

TABLE 161.—*Institutions for the education of girls.*

PROVINCE.	Public.	Private.	Total.
Madras	1,272	127	1,399
Bombay	1,254	221	1,475
Bengal	3,798	60	3,858
United Provinces	1,059	244	1,303
Punjab	716	875	1,591
Burma	640	65	705
Eastern Bengal and Assam	4,983	257	5,240
Central Provinces and Berar	355	1	356
Coorg	7	..	7
North-West Frontier Province	29	110	139
TOTAL 1911-12	14,113	1,960	16,073
TOTAL 1906-07	10,681	1,759	12,440

TABLE 162.—*Public institutions for the general education of girls.*

PROVINCE.	Colleges.*	Secondary schools.	Primary schools.	Total.
Madras	2	65	1,162	1,229
Bombay	..	79	1,154	1,233
Bengal	3	77	3,124	3,204
United Provinces	5	72	957	1,034
Punjab	2	52	637	691
Burma	..	82	552	634
Eastern Bengal and Assam	..	24	4,957	4,981
Central Provinces and Berar	..	43	309	352
Coorg	..	1	6	7
North-West Frontier Province	..	1	28	29
TOTAL 1911-12	12	496	12,886	13,394
TOTAL 1906-07	11	303	10,245	10,559

* Includes two Training Colleges.

TABLE 163.—*Girls under instruction in all institutions, by periods.*

PROVINCE.	1892.	1897.	1902.	1907.	1912.	Percentage of increase during last quinquennium.
Madras	98,471	116,747	130,432	164,706	226,685	37·6
Bombay	73,017	82,163	93,063	108,716	153,090	40·8
Bengal	97,142	113,767	107,465	127,800	194,114	51·9
Eastern Bengal and Assam	5,259	8,393	8,496	79,360	153,766	93·8
United Provinces	12,813	15,461	20,821	40,111	54,329	35·4
Punjab	20,359	21,242	26,531	37,283	53,909	44·6
Burma	21,026	29,065	40,132	62,794	79,416	26·4
Central Provinces and Berar	10,152	14,519	14,436	19,634	30,847	57·1
Coorg	792	801	975	1,118	1,935	73·1
North-West Frontier Province	..	..	2,119	3,506	4,820	37·5
TOTAL	339,031	402,158	444,470	645,028	952,911	47·7

TABLE 164.—*Girls under instruction in all institutions.*

INSTITUTIONS.	In European schools.	In other schools.	Total.
University institutions	50	319	369
High schools	7,381	9,503	16,884
Middle schools, English	6,546	12,962	19,508
TOTAL	13,977	22,784	36,761
Middle schools, Vernacular	..	27,019	27,019
Primary schools	1,783	783,720	785,503
TOTAL	1,783	810,739	812,522
Special institutions	212	26,157	26,369
Private institutions	37	77,222	77,259
TOTAL	249	103,379	103,628
GRAND TOTAL 1911-12	16,009	936,902	952,911
GRAND TOTAL 1906-07	14,618	630,410	645,028

TABLE 165.—*Distribution of girls under instruction between girls' schools and boys' schools.*

PROVINCE.	Girls in girls' schools.	Girls in boys' schools.	Total.	Percentage of girls in girls' schools.	Percentage of girls in boys' schools.
Madras	95,603	131,082	226,685	42·2	57·8
Bombay	97,292	55,798	153,090	63·6	36·4
Bengal	102,773	91,341	194,114	52·9	47·1
United Provinces	41,641	12,688	54,329	76·6	23·4
Punjab	50,734	3,175	53,909	94·1	5·9
Burma	19,361	60,055	79,416	24·4	75·6
Eastern Bengal and Assam	114,632	39,134	153,766	74·5	25·5
Central Provinces and Berar	18,729	12,118	30,847	60·7	39·3
Coorg	656	1,279	1,935	33·9	66·1
North-West Frontier Province	4,076	744	4,820	84·6	15·4
TOTAL 1911-12	545,497	407,414	952,911	57·2	42·8
TOTAL 1906-07	374,951	270,077	645,028	58·1	41·9

Province.		Arts colleges.	Law colleges.	Medical colleges.	Engineering colleges.	Teaching colleges.	Agricultural colleges.	Total.	High.	Middle.	Total.	Primary Stage.	Training schools for masters.	Training schools for mistresses.	Schools of art.	Law schools.	Medical schools.	Engineering and survey schools.	Technical and industrial schools.	Commercial schools.	Agricultural schools.	Reformatory schools.	Other schools.	Total.	Total of colleges and schools of public instruction.	Total of private institutions.	Grand Total.
Madras	In Girls' schools	15	..	..	..	..	..	15	3,995	2,775	6,770	83,734	..	444	..	..	..	..	743	..	..	..	74	1,261	91,780	3,823	95,603
	In Boys' "	31	..	..	..	3	..	34	515	1,161	1,676	115,985	9	..	23	..	..	..	10	..	..	..	..	42	117,737	13,345	131,082
	TOTAL	46	..	..	..	3	..	49	4,510	3,936	8,446	199,719	9	444	23	..	..	..	753	..	..	..	74	1,303	209,517	17,168	226,685
Bombay	In Girls' schools	..	..	..	..	..	..	..	3,157	3,094	6,251	82,645	..	456	..	..	3	..	..	23	..	..	..	482	89,378	7,914	97,292
	In Boys' "	76	..	29	..	..	..	105	505	778	1,283	44,058	2	..	30	..	3	..	81	2	..	..	39	157	45,603	10,195	55,798
	TOTAL	76	..	29	..	..	..	105	3,662	3,872	7,534	126,703	2	456	30	..	6	..	81	25	..	..	39	639	134,981	18,109	153,090
Bengal	In Girls' schools	79	..	..	..	..	..	79	2,396	5,900	8,296	79,620	..	191	..	..	..	..	652	231	..	..	11,433	12,507	100,502	2,271	102,773
	In Boys' "	2	..	24	..	..	..	26	27	926	953	78,996	..	..	3	..	25	..	29	1	..	..	9,436	9,494	89,469	1,872	91,341
	TOTAL	81	..	24	..	..	..	105	2,423	6,826	9,249	158,616	..	191	3	..	25	..	681	232	..	..	20,869	22,001	189,971	4,143	194,114
United Provinces	In Girls' schools	49	..	..	..	..	..	49	1,636	4,566	6,202	31,292	..	161	..	..	72	..	163	..	..	..	..	396	37,939	3,702	41,641
	In Boys' "	5	..	2	..	2	..	9	168	230	398	10,048	..	..	..	..	..	..	..	..	..	..	..	..	10,455	2,233	12,688
	TOTAL	54	..	2	..	2	..	58	1,804	4,796	6,600	41,340	..	161	..	..	72	..	163	..	..	..	..	396	48,394	5,935	54,329
Punjab	In Girls' schools	..	..	..	..	30	..	30	1,601	4,454	6,055	28,812	..	48	..	..	117	..	1,069	..	..	..	50	1,284	36,181	14,553	50,734
	In Boys' "	..	..	..	..	..	..	..	4	33	37	457	..	..	..	..	..	..	..	..	..	..	..	..	494	2,681	3,175
	TOTAL	..	..	..	..	30	..	30	1,605	4,487	6,092	29,269	..	48	..	..	117	..	1,069	..	..	..	50	1,284	36,675	17,234	53,909
Burma	In Girls' schools	..	..	..	..	..	..	..	1,744	3,567	5,311	12,949	..	127	..	..	..	..	188	..	..	..	..	315	18,575	786	19,361
	In Boys' "	22	..	..	..	..	..	22	391	13,833	14,224	42,905	42	..	..	..	..	..	10	..	..	..	131	183	57,334	2,721	60,055
	TOTAL	22	..	..	..	..	..	22	2,135	17,400	19,535	55,854	42	127	..	..	..	..	198	..	..	..	131	498	75,909	3,507	79,416
Eastern Bengal and Assam	In Girls' schools	..	..	..	..	..	..	..	715	1,844	2,559	108,426	..	22	..	..	..	..	27	..	..	..	..	49	111,034	3,598	114,632
	In Boys' "	..	..	..	..	..	..	..	1	310	311	33,938	15	..	..	..	7	..	..	1	..	..	70	93	34,342	4,792	39,134
	TOTAL	..	..	..	..	..	..	..	716	2,154	2,870	142,364	15	22	..	..	7	..	27	1	..	..	70	142	145,376	8,390	153,766
Central Provinces and Berar	In Girls' schools	..	..	..	..	..	..	..	25	2,242	2,267	16,257	..	59	..	..	..	..	45	..	..	..	..	104	18,628	101	18,729
	In Boys' "	..	..	..	..	..	..	..	3	407	410	11,691	..	..	..	..	..	..	..	..	..	..	..	..	12,101	17	12,118
	TOTAL	..	..	..	..	..	..	..	28	2,649	2,677	27,948	..	59	..	..	..	..	45	..	..	..	..	104	30,729	118	30,847
Coorg	In Girls' schools	..	..	..	..	..	..	..	..	73	73	583	..	..	..	..	..	..	..	..	..	..	..	..	656	..	656
	In Boys' "	..	..	..	..	..	..	..	1	12	13	1,190	2	..	..	..	..	..	..	..	..	..	..	2	1,205	74	1,279
	TOTAL	..	..	..	..	..	..	..	1	85	86	1,773	2	..	..	..	..	..	..	..	..	..	..	2	1,861	74	1,935
North-West Frontier Province	In Girls' schools	..	..	..	..	..	..	..	..	322	322	1,907	..	..	..	..	..	..	..	..	..	..	..	..	2,229	1,847	4,076
	In Boys' "	..	..	..	..	..	..	..	..	..	..	10	..	..	..	..	..	..	..	..	..	..	..	..	10	734	744
	TOTAL	..	..	..	..	..	..	..	..	322	322	1,917	..	..	..	..	..	..	..	..	..	..	..	..	2,239	2,581	4,820*
TOTAL	In Girls' schools	143	..	..	..	30	..	173	15,269	28,837	44,106	446,225	..	1,508	..	..	192	..	2,887	254	..	..	11,557	16,398	506,902	38,595	545,497
	In Boys' "	136	..	55	..	5	..	196	1,615	17,690	19,305	339,278	70	..	56	..	35	..	130	4	..	..	9,676	9,971	368,750	38,664	407,414
GRAND TOTAL	1911-12	279	..	55	..	35	..	369	16,884	46,527	63,411	785,503	70	1,508	56	..	227	..	3,017	258	..	..	21,233	26,369	875,652	77,259	952,911
	1906-07	160	1	76	..	36	..	273	11,885	49,352	61,237	513,248	153	1,267	34	..	168	..	1,061	74	..	..	2,133	4,890	579,648	65,380	645,028

* In the North-West Frontier Province General Table I, Girls in boys' schools and boys in girls' schools have not been taken into consideration; hence there is a discrepancy of 372.

2 M

TABLE 167.—*Girls under instruction classified according to race or creed.*

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	TOTAL.
			Brahmans.	Non-Brahmans.					
UNIVERSITY EDUCATION.									
Arts Colleges.									
English	74	90	28	48	3	..	23	13	279
Colleges for professional training.									
Law	..	..	..	..	..	..	..	..	..
Medicine	27	11	3	3	..	..	8	3	55
Engineering	..	..	..	..	..	..	..	..	..
Training	30	4	..	1	..	..	..	..	35
Agriculture	..	..	..	..	..	..	..	..	..
TOTAL	131	105	31	52	3	..	31	16	369
SCHOOL EDUCATION—GENERAL.									
Secondary schools.									
For boys.									
High schools	521	423	153	114	5	203	50	146	1,615
Middle schools, English	1,666	1,438	265	534	74	292	156	50	4,475
For girls.									
High schools	6,419	3,812	696	2,200	178	284	1,185	495	15,269
Middle schools, English	4,824	6,717	459	1,825	210	407	377	214	15,033
TOTAL	13,430	12,390	1,573	4,673	467	1,186	1,768	905	36,392
Middle schools—Vernacular, for boys	1	1,012	101	496	308	11,287	..	10	13,215
Middle schools—Vernacular, for girls	1	2,761	1,432	6,258	916	2,001	4	431	13,804
Primary schools.									
For boys	599	29,885	43,765	178,263	43,265	36,509	644	6,348	339,278
For girls	1,266	22,464	70,433	232,576	95,242	12,743	3,952	7,549	446,225
TOTAL	1,867	56,122	115,731	417,593	139,731	62,540	4,600	14,338	812,522
SCHOOL EDUCATION—SPECIAL.									
Training schools	189	798	173	274	92	25	3	24	1,578
Schools of art	20	13	..	1	..	..	22	..	56
Law schools	..	..	..	..	..	..	..	..	..
Medical schools	7	161	..	19	40	..	..	..	227
Engineering and surveying schools	..	..	..	..	..	..	..	..	..
Technical and industrial schools	201	1,372	75	853	186	130	..	200	3,017
Commercial schools	223	28	..	..	..	1	..	6	258
Agricultural "	..	..	..	..	..	..	..	..	..
Reformatory "	..	..	..	..	..	..	..	..	..
Other "	105	112	119	369	20,355	132	40	1	21,233
TOTAL	745	2,484	367	1,516	20,673	288	65	231	26,369
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	16,173	71,101	117,702	423,834	160,874	64,014	6,464	15,490	875,632
PRIVATE INSTITUTIONS	37	1,840	3,110	17,433	52,373	2,140	64	262	77,259
GRAND TOTAL { 1911-12	16,210	72,941	120,812	441,267	213,247	66,154	6,528	15,752	952,911
GRAND TOTAL { 1906-07	14,448	62,284	86,694	297,325	121,699	51, 45	[illegible],170	4,[illegible]63	[illegible]44,928

TABLE 168.—*Girls' high schools, classified according to management.*

		Government.	Aided.	Unaided.	Total.
Madras	Institutions	4	29	..	33
	Pupils	478	3,881	..	4,359
Bombay	Institutions	2	23	2	27
	Pupils	311	2,786	461	3,558
Bengal	Institutions	1	16	2	19
	Pupils	170	2,391	110	2,671
United Provinces	Institutions	..	18	2	20
	Pupils	..	1,819	73	1,892
Punjab	Institutions	2	11	2 1*	15 1*
	Pupils	276	966	368 73*	1,610 73*
Burma	Institutions	..	11	..	11
	Pupils	..	2,275	..	2,275
Eastern Bengal and Assam	Institutions	3	..	1	4
	Pupils	517	..	223	740
Central Provinces and Berar	Institutions	..	4	1	5
	Pupils	..	21	4	25
Coorg	Institutions	..	..	..	..
	Pupils	..	..	..	..
North-West Frontier Province	Institutions	..	..	..	..
	Pupils	..	..	..	..
GRAND TOTAL 1911-12	Institutions	12	112	11	135
	Pupils	1,752	14,139	1,312	17,203
GRAND TOTAL 1906-07	Institutions	7	98	7	112
	Pupils	975	10,731	507	12,213

* Vernacular high school and pupils.

TABLE 169.—*Girls' middle English schools, classified according to management.*

		Government.	Board.	Native State.	Aided.	Unaided.	Total.
Madras	Institutions	..	..	..	30	2	32
	Pupils	..	..	..	3,035	56	3,091
Bombay	Institutions	..	1	2	43	6	52
	Pupils	..	46	62	3,237	124	3,469
Bengal	Institutions	1	..	..	29	1	31
	Pupils	119	..	..	3,570	58	3,747
United Provinces	Institutions	..	1	..	30	4	35
	Pupils	..	111	..	2,847	278	3,236
Punjab	Institutions	..	..	..	11	1	12
	Pupils	..	..	..	811	86	897
Burma	Institutions	..	..	..	14	..	14
	Pupils	..	..	..	1,607	..	1,607
Eastern Bengal and Assam	Institutions	2	..	..	4	1	7
	Pupils	246	..	..	503	47	796
Central Provinces and Berar	Institutions	..	..	..	9	..	9
	Pupils	..	..	..	288	..	288
Coorg	Institutions	..	..	..	1	..	1
	Pupils	..	..	..	84	..	84
TOTAL 1911-12	Institutions	3	2	2	171	15	193
	Pupils	365	157	62	15,982	649	17,215
TOTAL 1906-07	Institutions	3	1	2	179	6	191
	Pupils	329	42	46	15,387	357	16,161

TABLE 170.—*Girls' Middle Vernacular schools, classified according to management.*

—		Government.	Board.	Aided.	Unaided.	Total.
Madras		..	..	..	..	..
Bombay		..	..	..	..	..
Bengal	Institutions	..	..	26	1	27
	Pupils	..	..	2,742	42	2,784
United Provinces	Institutions	6	2	9	..	17
	Pupils	573	83	921	..	1,577
Punjab	Institutions	..	10	14	..	24
	Pupils	..	1,456	2,199	..	3,655
Burma	Institutions	4	..	53	..	57
	Pupils	298	..	4,026	..	4,324
Eastern Bengal and Assam	Institutions	3	..	9	1	13
	Pupils	334	..	712	58	1,104
Central Provinces and Berar	Institutions	9	..	19	1	29
	Pupils	808	..	1,127	33	1,968
North-West Frontier Province	Institutions	..	..	1	..	1
	Pupils	..	..	322	..	322
TOTAL 1911-12	Institutions	22	12	131	3	168
	Pupils	2,013	1,539	12,049	133	15,734
TOTAL 1906-07	Institutions	56	10	185	11	262
	Pupils	7,320	904	17,449	990	26,663

TABLE 171.—*Girls' primary schools, classified according to management.*

—		Government.	Board.	Native State.	Aided.	Unaided.	Total.
Madras	Institutions	181	111	1	752	117	1,162
	Pupils	20,450	7,115	86	54,870	5,840	88,361
Bombay	Institutions	6	611	254	272	11	1,154
	Pupils	833	42,171	20,665	19,993	1,077	84,739
Bengal	Institutions	86	2	8	2,547	481	3,124
	Pupils	4,109	95	150	66,936	10,241	81,531
United Provinces	Institutions	56	366	..	518	17	957
	Pupils	3,093	12,000	..	16,141	515	31,749
Punjab	Institutions	..	455	..	144	38	637
	Pupils	..	19,199	..	7,998	1,894	29,091
Burma	Institutions	1	1	..	550	..	552
	Pupils	55	40	..	20,075	..	20,170
Eastern Bengal and Assam	Institutions	36	189	..	4,094	638	4,957
	Pupils	1,684	5,403	..	91,093	12,666	110,846
Central Provinces and Berar	Institutions	198	3	12	74	22	309
	Pupils	11,025	124	807	3,752	784	16,492
Coorg	Institutions	5	..	..	1	..	6
	Pupils	561	..	..	29	..	590
North-West Frontier Province	Institutions	..	11	..	11	6	28
	Pupils	..	805	..	678	442	1,925
TOTAL 1911-12	Institutions	569	1,749	275	8,963	1,330	12,886
	Pupils	41,810	86,952	21,708	281,565	33,459	465,494
TOTAL 1906-07	Institutions	365	1,274	250	7,041	1,053	9,983
	Pupils	20,373	53,629	16,547	193,608	23,041	307,198

TABLE 172.—*Secondary schools for girls, excluding schools for Europeans.*

—		High schools.	Middle English schools.	Total.
Madras	Institutions	20	15	35
	Pupils	2,876	1,838	4,714
Bombay	Institutions	15	40	55
	Pupils	1,815	3,029	4,844
Bengal	Institutions	13	11	24
	Pupils	1,628	1,135	2,763
United Provinces	Institutions	4	27	31
	Pupils	562	2,831	3,393
Punjab	Institutions	7	3	10*
	Pupils	847	263	1,110
Burma	Institutions	2	7	9
	Pupils	573	1,061	1,634
Eastern Bengal and Assam	Institutions	4	5	9
	Pupils	740	636	1,376
Central Provinces and Berar	Institutions	1	3	4
	Pupils	4	136	140
Coorg	Institutions	..	1	1
	Pupils	..	84	84
North-West Frontier Province	Institutions	..	..	..
	Pupils	..	..	..
TOTAL 1911-12	Institutions	66	112	178*
	Pupils	9,045	11,013	20,058
TOTAL 1906-07	Institutions	43	113	156
	Pupils	4,945	10,510	15,455

* Includes one Vernacular high school with 73 students.

TABLE 173.—*Primary schools for girls, excluding schools for Europeans.*

—		Middle Vernacular schools.	Primary schools.	Total.
Madras	Institutions	..	1,152	1,152
	Pupils	..	87,916	87,916
Bombay	Institutions	..	1,154	1,154
	Pupils	..	84,739	84,739
Bengal	Institutions	27	3,112	3,139
	Pupils	2,784	81,072	83,856
United Provinces	Institutions	17	953	970
	Pupils	1,577	31,598	33,175
Punjab	Institutions	24	635	659
	Pupils	3,655	29,055	32,710
Burma	Institutions	57	550	607
	Pupils	4,324	20,059	24,383
Eastern Bengal and Assam	Institutions	13	4,956	4,969
	Pupils	1,104	110,817	111,921
Central Provinces and Berar	Institutions	29	298	327
	Pupils	1,968	15,778	17,746
Coorg	Institutions	..	6	6
	Pupils	..	590	590
North-West Frontier Province	Institutions	1	28	29
	Pupils	322	1,925	2,247
TOTAL 1911-12	Institutions	168	12,844	13,012
	Pupils	15,734	463,549	79,283
TOTAL 1906-07	Institutions	262	9,926	10,188
	Pupils	26,663	304,765	331,428

TABLE 174.—*Girls under instruction, excluding European schools.*

PROVINCE.	Girls in girls' schools.	Girls in boys' schools.	Total.	Percentage of girls in girls' schools.	Percentage of girls in boys' schools.
Madras	93,057	130,052	223,109	41·7	58·3
Bombay	95,506	55,391	150,897	63·3	36·7
Bengal	99,477	90,722	190,199	52·3	47·7
United Provinces	40,102	12,271	52,373	76·6	23·4
Punjab	49,351	3,089	52,440	94·1	5·9
Burma	17,511	59,938	77,449	22·6	77·4
Eastern Bengal and Assam	114,466	39,061	153,527	74·6	25·4
Central Provinces and Berar	18,054	12,099	30,153	59·9	40·1
Coorg	656	1,279	1,935	33·9	66·1
North-West Frontier Province	4,076	744	4,820	84·6	15·4
TOTAL 1911-12	532,256	404,646	936,902	56·8	43·2
TOTAL 1906-07	362,444	267,966	630,410	57·5	42·5

TABLE 175.—*Girls in high and middle stages, excluding European schools.*

PROVINCE.	1907.			1912.		
	High.	Middle English.	Total.	High.	Middle English.	Total.
Madras	360	1,511	1,871	425	3,833	4,258
Bombay	563	1,648	2,211	906	2,116	3,022
Bengal	143	270	413	265	311	576
United Provinces	71	273	344	49	507	556
Punjab	17	103	120	41	164	205
Burma	19	347	366	22	493	515
Eastern Bengal and Assam	35	21	56	92	179	271
Central Provinces and Berar	..	149	149	12	137	149
Coorg	..	10	10	..	33	33
TOTAL	1,208	4,332	5,540	1,812	7,773	9,585

TABLE 176.—*Girls in middle vernacular, upper primary and lower primary stages (excluding European schools).*

—	Middle Vernacular.	Upper Primary.	Lower Primary.	Total.
Madras	..	6,806	193,600	200,406
Bombay	..	18,750	110,314	129,064
Bengal	132	2,092	161,170	163,394
United Provinces	108	1,937	43,442	45,487
Punjab	513	3,817	29,424	33,754
Burma	507	7,828	64,608	72,943
Eastern Bengal and Assam	64	737	143,923	144,724
Central Provinces and Berar	253	1,597	27,932	29,782
Coorg	..	151	1,675	1,826
North-West Frontier Province	25	226	1,988	2,239
TOTAL 1911-12	1,602	43,941	778,076	823,619
TOTAL 1906-07	3,039	32,578	519,104	554,721

TABLE 177.—*Expenditure on public institutions for girls.*

—		Collegiate Education.		School Education, General.		School Education, Special.		Total.
		Arts colleges.	Professional education.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras		5,887	..	3,45,007	6,73,597	87,987	31,998	11,44,476
Bombay		..	..	4,64,615	8,05,681	89,719	5,313	13,65,328
Bengal		31,989	..	6,29,506	3,95,267	65,685	50,496	11,72,943
United Provinces		23,407	..	4,83,628	2,03,051	60,661	9,313	7,80,060
Punjab		..	19,654	2,48,322	1,98,714	14,609	1,37,782	6,19,081
Burma		..	..	2,90,207	1,04,312	28,041	2,901	4,25,461
Eastern Bengal and Assam		..	..	87,920	2,20,988	7,830	8,817	3,25,555
Central Provinces and Berar		..	..	53,151	1,46,738	15,628	2,261	2,17,778
Coorg		..	..	7,178	4,376	..	..	11,554
North-West Frontier Province		..	..	1,841	10,968	..	..	12,809
TOTAL	1911-12	61,283	19,654	26,11,375	27,63,692	3,70,160	2,48,881	60,75,045
	1906-07	38,650	39,648	21,57,620	18,82,609	2,43,236	72,531	44,34,294

TABLE 178.—*Expenditure on public institutions for girls by classes of institutions.*

[Figures in thousands of rupees.]

—	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
olleges	6	13	52	78	81
econdary schools	15,27	17,97	17,87	21,58	26,11
rimary schools	10,10	12,34	13,31	18,83	27, 4
raining schools	1,30	1,69	1,79	2,43	3 70
pecial schools	17	31	54	72	2,49
TOTAL	26,90	32,44	34,03	44,34	60,75

TABLE 179.—*Expenditure on secondary and primary schools for girls, excluding European schools.*

(By sources.)

Province.	1906-07.						1911-12.					Total.
	Provincial revenues.	Local funds.	Fees.	Other sources.		Total.	Provincial revenues.	Local funds.	Fees.	Other sources.		
				Private.	Public.					Private.	Public.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
dras	2,17,786	99,381	48,056	2,79,322	..	6,44,545	3,31,115	53,974	59,888	3,64,489	..	8,09,466
mbay	1,89,312	1,57,118	85,896	2,35,126	1,08,853	7,76,305	2,30,389	2,80,574	1,11,311	3,11,830	1,27,243	10,61,347
ngal	1,49,341	83,903	45,356	1,91,615	3,984	4,74,199	2,02,291	88,522	65,909	2,54,885	7,731	6,19,338
ited Provinces	26,626	91,866	5,645	80,772	22,961	2,27,870	91,070	1,40,959	8,083	1,45,544	..	3,85,656
njab	29,048	95,388	3,757	51,549	..	1,79,742	46,346	1,63,305	14,677	91,371	..	3,15,699
rma	59,991	58,506	35,405	10,702	..	1,64,604	48,429	73,418	64,552	30,257	..	2,16,656
stern Bengal and Assam.	27,017	62,929	4,581	23,968	343	1,18,838	94,030	1,47,025	10,543	40,623	320	2,92,541
tral Provinces and Berar.	73,807	1,304	358	34,597	1,775	1,11,841	96,360	2,381	162	42,611	2,456	1,43,970
rg	2,502	180	38	159	..	[illegible],879	7,145	180	775	..	3,454	11,554
rth-West Frontier Province.	177	3,235	..	5,268	..	8,680	391	6,245	..	6,173	..	12,809
TOTAL	7,75,607	6,53,810	2,29,092	9,13,078	1,37,916	27,09,503	11,47,566	9,56,583	3,35,900	12,87,783	1,41,204	38,69,038

TABLE 180.—*Annual expenditure per pupil in primary and secondary schools for girls, excluding schools for Europeans.*

—	1906-07.	1911-12.
	Rs.	Rs.
Madras	9·5	9·1
Bombay	11·5	12·5
Bengal	6·6	7·6
United Provinces	9·7	11·3
Punjab	9·2	10·2
Burma	8·2	8·3
Eastern Bengal and Assam	2·4	2·8
Central Provinces and Berar	8·7	8·3
Coorg	10·0	19·1
North-West Frontier Province	7·2	6·4
TOTAL	8·1	8·2

TABLE 181.—*Grants to aided primary schools for girls.*

—	1906-07.			1911-12.		
	Grant.	Number of pupils.	Rate of grant per pupil.	Grant.	Number of pupils.	Rate of grant per pupil.
	Rs.		Rs.	Rs.		Rs.
Madras	1,02,420	33,835	3·03	1,49,065	54,870	2·7
Bombay	49,959	5,573	3·2	68,822	19,993	3·4
Bengal	1,76,981	64 454	2·7	1,68,413	66,936	2·5
United Provinces	45,451	12,311	3·7	52,672	16,141	3·3
Punjab	19,343	6,991	2·8	21,831	7,998	2·7
Burma	65,813	15,568	4·2	64,988	20,075	3·2
Eastern Bengal and Assam	59,220	41,746	1·4	1,41,140	91,093	1·5
Central Provinces and Berar	23,864	2,901	8·2	23,392	3,752	6·2
Coorg	180	25	7·2	180	29	6·2
North-West Frontier Province	260	204	1·3	1,123	678	1·7
TOTAL	5,43,491	193,608	2·8	6,91,626	2,81,565	2·5

TABLE 182.—*Fees in secondary English schools for girls, excluding schools for Europeans.*

—	UNDER PUBLIC MANAGEMENT.			UNDER PRIVATE MANAGEMENT.						TOTAL.		
				AIDED.			UNAIDED.					
	Pupils.	Fees.	Average fee per annum.	Pupils.	Fees.	Average fee per annum.	Pupils.	Fees.	Average fee per annum.	Pupils.	Fees.	Average fee per annum.
		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.
Madras	331	1,527	4·6	4,370	26,570	6·1	13	..	..	4,714	28,097	6·0
Bombay	419	2,741	6·5	3,887	66,978	17·2	538	11,760	21·9	4,844	81,479	16·8
Bengal	170	3,872	22·8	2,483	40,092	16·1	110	..	..	2,763	43,964	15·9
United Provinces	111	..	..	3,033	7,556	2·5	249	..	..	3,393	7,556	2·2
Punjab	52	1,936	37·2	531	6,691	12·6	*527	3,353	6·4	1,110	11,980	10·8
Burma	..	..	..	1,634	38,015	23·3	..	..	..	1,634	38,015	23·3
Eastern Bengal and Assam.	763	3,489	4·6	390	468	1·2	223	203	·91	1,376	4,160	3·02
Central Provinces and Berar.	..	..	..	136	99	·73	4	..	..	140	99	·7
Coorg	..	..	..	84	772	9·2	..	..	..	84	772	9·2
North-West Frontier Province.	..	..	..	..	..	..	..	..	..	..	..	..
TOTAL 1911-12	1,846	13,565	7·3	16,548	1,87,241	11·3	1,664	15,316	9·2	20,058	2,16,122	10·7
TOTAL 1906-07	789	7,333	9·29	13,985	1,29,632	9·3	635	10,128	15·95	15,409	1,47,093	9·5

* Includes 73 pupils in the only Vernacular High school in the Punjab.

TABLE 183.—*Fees in middle vernacular schools for girls, excluding schools for Europeans.*

—	Under public management.			Under private management.						Total.		
				Aided.			Unaided.					
	Pupils.	Fees.	Average fee per annum.	Pupils.	Fees.	Average fee per annum.	Pupils.	Fees.	Average fee per annum.	Pupils.	Fees.	Average fee per annum.
		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.
Madras	..	..	..	..	..	..	..	..	..	..	..	..
Bombay	..	..	..	..	..	..	..	..	..	..	..	..
Bengal	..	..	..	2,742	3,276	1·2	42	565	13·5	2,784	3,841	1·4
United Provinces	656	..	..	921	55	·06	..	..	..	1,577	55	·03
Punjab	1,456	67	·05	2,199	2,101	·95	..	..	..	3,655	2,168	·59
Burma	298	796	2·7	4,026	4,970	1·2	..	..	..	4,324	5,766	1·3
Eastern Bengal and Assam.	334	184	·55	712	811	1·1	58	..	..	1,104	995	·9
Central Provinces and Berar.	808	..	..	1,127	..	..	33	..	..	1,968	..	..
Coorg	..	..	..	..	..	..	..	..	..	..	..	..
North-West Frontier Province.	..	..	..	322	..	..	..	..	..	322	..	..
Total { 1911-12	3,552	1,047	·29	12,049	11,213	·93	133	565	4·2	15,734	12,825	·81
Total { 1906-07	8,224	2,094	·25	17,449	11,789	·68	990	204	·21	26,663	14,087	·53

TABLE 184.—*Fees in Primary schools for girls, excluding schools for Europeans.*

—	Under public management.			Under private management.						Total.		
				Aided.			Unaided.					
	Pupils.	Fees.	Average fee per annum.	Pupils.	Fees.	Average fee per annum.	Pupils.	Fees.	Average fee per annum.	Pupils.	Fees.	Average fee per annum.
		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.
Madras	27,651	5,473	·2	54,425	25,129	·4	5,840	1,189	·2	87,916	31,791	·4
Bombay	63,669	274	·004	19,993	26,839	1·3	1,077	2,719	2·5	84,739	29,832	·35
Bengal	4,354	299	·07	66,477	16,311	·24	10,241	1,494	·14	81,072	18,104	·22
United Provinces	15,093	71	·005	16,011	401	·02	494	..	..	31,598	472	·015
Punjab	19,199	10	·0005	7,962	500	·06	1,894	19	·01	29,055	529	·02
Burma	95	..	..	19,964	20,771	1·04	..	..	..	20,059	20,771	1·03
Eastern Bengal and Assam.	7,058	343	·05	91,093	4,643	·05	12,666	402	·03	110,817	5,388	·05
Central Provinces and Berar.	11,956	..	..	3,038	63	·02	784	..	..	15,778	63	·004
Coorg	561	..	..	29	3	·1	..	..	..	590	3	·005
North-West Frontier Province.	805	..	..	678	..	..	442	..	..	1,925	..	..
Total { 1911-12	150,441	6,470	·04	279,670	94,660	·34	33,438	5,823	·17	463,549	106,953	·23
Total { 1906-07	73,983	2,363	·03	191,284	52,982	·28	22,951	12,854	·56	288,218	68,199	·24

EDUCATION OF EUROPEANS.

TABLE 185.—*Institutions for Europeans.*

—	1896-97.	1901-02.	1906-07.	1911-12.
Arts colleges	10	20	15	6
Professional colleges	..	1	2	3
Secondary schools	258	279	261	273
Primary schools	72	75	89	77
Training schools	2	4	8	7
Industrial and special schools	9	10	26	24
TOTAL	351	389	401	390

TABLE 186.—*Public institutions for Europeans and number of pupils.*

PROVINCE.	ARTS COLLEGES.		PROFESSIONAL COLLEGES.		SECONDARY SCHOOLS. HIGH.		MIDDLE.		TOTAL SECONDARY.		PRIMARY SCHOOLS.		SCHOOL EDUCATION—SPECIAL.		GRAND TOTAL.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
Madras	1	2	..	..	24	2,994	38	2,960	62	5,954	20	1,050	2	183	85	7,189
Bombay	..	..	..	..	23	3,054	20	903	43	3,957	..	..	6	87	49	4,044
Bengal	..	..	..	..	11	2,377	39	5,459	50	7,836	20	804	10	469	80	9,109
United Provinces	5	25	..	..	29	3,172	14	925	43	4,097	11	357	11	215	70	4,694
Punjab	..	..	3	45	14	1,555	13	825	27	2,380	6	159	..	..	36	2,584
Burma	..	..	..	..	15	3,034	10	812	25	3,846	3	157	1	36	29	4,039
Eastern Bengal and Assam	..	..	..	..	..	..	5	396	5	396	1	29	..	..	6	425
Central Provinces and Berar.	..	..	..	..	8	86	10	352	18	438	16	971	1	58*	35	1,467
TOTAL 1911-12	6	27	3	45	124	16,272	149	12,632	273	28,904	77	3,527	31	1,048	390	33,551
TOTAL 1906-07	15	59	2	29	121	14,359	140	10,291	261	24,650	89	3,968	34	1,176	401	29,882

* These figures have also been included in Middle Vernacular schools for boys.

TABLE 187.—*Public institutions for Europeans by management.*

PROVINCE.	GOVERNMENT. Arts colleges, English.	Professional colleges, Training.	High schools.	Middle schools.	Primary schools.	Special schools.	AIDED. Arts colleges, English.	Professional colleges, Training.	High schools.	Middle schools.	Primary schools.	Special schools.	UNAIDED. Arts colleges, English.	Professional colleges, Training.	High schools.	Middle schools.	Primary schools.	Special schools.	TOTAL. Arts colleges, English.	Professional colleges, Training.	High schools.	Middle schools.	Primary schools.	Special schools.
Madras	..	..	2	..	..	..	1	..	22	37	20	2	..	..	..	1	..	..	1	..	24	38	20	2
Bombay	..	..	..	..	..	..	..	..	23	17	..	6	..	..	..	3	..	..	..	..	23	20	..	6
Bengal	..	..	..	2	..	3	..	..	9	36	20	7	..	..	2	1	..	..	..	..	11	39	20	10
United Provinces	..	..	..	..	..	..	2	..	25	12	8	10	3	..	4	2	3	1	5	..	29	14	11	11
Punjab	..	1	2	..	..	..	..	2	12	13	6	..	..	..	..	..	..	..	..	3	14	13	6	..
Burma	..	..	1	..	..	..	..	..	14	10	3	1	..	..	..	..	..	..	..	..	15	10	3	1
Eastern Bengal and Assam	..	..	..	..	1	..	..	..	..	4	..	..	..	..	..	1	..	..	..	..	..	5	1	..
Central Provinces and Berar.	..	..	..	..	..	..	..	..	8	10	15	1	..	..	..	..	1	..	..	..	8	10	16	1
TOTAL 1911-12	..	1	5	2	1	3	3	2	113	139	72	27	3	..	6	8	4	1	6	3	124	149	77	31
TOTAL 1906-07	..	..	6	4	1	1	8	..	102	134	81	22	7	2	13	2	7	11	15	2	121	140	89	34

TABLE 188.—*Arts colleges.*

PROVINCE.	1906-07.					1911-12.				
	BY MANAGEMENT.		BY SEX.		TOTAL.	BY MANAGEMENT.		BY SEX.		TOTAL.
	Aided.	Unaided.	Male.	Female.		Aided.	Unaided.	Male.	Female.	
Madras	2	..	1	1	2	1	..	1	..	1
Bengal	2	1	3	..	3	..	..	..	..	..
United Provinces	3	4	5	2	7	2	3	1	4	5
Punjab	1	2	1	2	3	..	..	..	..	..
TOTAL	8	7	10	5	15	3	3	2	4	6

TABLE 189.—*Secondary schools by sex.*

PROVINCE.	1906-07.			1911-12.		
	For boys.	For girls.	Total.	For boys.	For girls.	Total.
Madras	33	32	65	32	30	62
Bombay	19	23	42	19	24	43
Bengal	16	28	44	24	26	50
United Provinces	21	21	42	19	24	43
Punjab	12	19	31	9	18	27
Burma	3	13	16	9	16	25
Eastern Bengal and Assam	3	1	4	3	2	5
Central Provinces and Berar	7	10	17	8	10	18
TOTAL	114	147	261	123	150	273

TABLE 190.—*Secondary schools by grades.*

PROVINCE.	1906-07.			1911-12.		
	High.	Middle.	Total.	High.	Middle.	Total.
Madras	24	41	65	24	38	62
Bombay	19	23	42	23	20	43
Bengal	14	30	44	11	39	50
United Provinces	31	11	42	29	14	43
Punjab	16	15	31	14	13	27
Burma	10	6	16	15	10	25
Eastern Bengal and Assam	..	4	4	..	5	5
Central Provinces and Berar	7	10	17	8	10	18
TOTAL	121	140	261	124	149	273

TABLE 191.—*Primary schools by sex.*

PROVINCE.	1906-07.			1911-12.		
	For boys.	For girls.	Total.	For boys.	For girls.	Total.
Madras	10	12	22	10	10	20
Bengal	8	17	25	8	12	20
United Provinces	6	12	18	7	4	11
Punjab	1	1	2	4	2	6
Burma	1	1	2	1	2	3
Eastern Bengal and Assam	..	2	2	..	1	1
Central Provinces and Berar	6	12	18	5	11	16
TOTAL	32	57	89	35	42	77

TABLE 192.—*Special schools.*

Province.	1906-07.			1911-12.		
	Training schools for mistresses.	Industrial schools.	Other schools.	Training schools for mistresses.	Industrial schools.	Other schools.
Madras	..	2	6	..	1	1
Bombay	4	1	..	4	1	1
Bengal	1	..	2	1	6	3
United Provinces	3	..	10	2	4	5
Burma	..	1	3	..	1	..
Central Provinces and Berar	..	1	..	..	1	..
TOTAL	8	5	21	7	14	10

TABLE 193.—*Europeans under instruction in all classes of institutions, including private institutions by periods.*

Province.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	6,966	7,061	7,806	7,661	7,530	7,469
Bombay	3,619	4,049	3,836	4,164	4,149	4,813
Bengal	6,366	6,921	7,818	8,038	7,487	8,834
United Provinces	2,364	2,715	3,601	4,293	4,422	4,647
Punjab	1,598	2,131	2,568	2,582	2,419	2,629
Burma	1,605	1,785	2,308	3,025	3,406	4,029
Eastern Bengal and Assam	40	26	24	15	464	549
Central Provinces and Berar	928	1,086	1,212	1,337	1,246	1,399
Coorg	19	21	3	7	7	2
North-West Frontier Province	..	..	..	..	..	1
TOTAL	23,505	25,795	29,176	31,122	31,130	34,372

TABLE 194.—*European pupils, by sex.*

Province.	1906-07.			1911-12.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Madras	3,955	3,575	7,530	3,809	3,660	7,469
Bombay	2,090	2,059	4,149	2,540	2,273	4,813
Bengal	4,130	3,357	7,487	4,818	4,016	8,834
United Provinces	2,533	1,889	4,422	2,712	1,935	4,647
Punjab	1,093	1,326	2,419	1,159	1,470	2,629
Burma	1,760	1,646	3,406	2,126	1,903	4,029
Eastern Bengal and Assam	271	193	464	238	311	549
Central Provinces and Berar	663	583	1,246	757	642	1,399
Coorg	3	4	7	2	..	2
North-West Frontier Province	..	..	..	1	..	1
TOTAL	16,498	14,632	31,130	18,162	16,210	34,372

TABLE 195.—*European pupils in different grades of institutions, by periods.*

——	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Arts colleges	159	192	277	150	208
Professional colleges	354	238	325	338	333
Secondary schools	21,662	24,027	23,063	25,043	28,672
Primary schools	2,927	3,422	6,126	4,088	3,786
Normal schools	53	69	138	188	195
Special schools	565	1,041	1,043	1,307	1,105
TOTAL, PUBLIC SCHOOLS	25,720	28,989	30,972	31,114	34,299
TOTAL PRIVATE SCHOOLS	75	187	150	16	73
GRAND TOTAL	25,795	29,176	31,122	31,130	34,372

TABLE 196.—*European pupils in different grades of institutions, by sex.*

—	1906-07.			1911-12.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Arts colleges	102	48	150	134	74	208
Professional colleges	264	74	338	276	57	333
Secondary schools	13,388	11,655	25,043	15,240	13,432	28,672
Primary "	1,935	2,153	4,088	1,921	1,865	3,786
Normal "	15	173	188	6	189	195
Special "	785	522	1,307	549	556	1,105
TOTAL PUBLIC SCHOOLS	16,489	14,625	31,114	18,126	16,173	34,299
TOTAL PRIVATE SCHOOLS	9	7	16	36	37	73
GRAND TOTAL	16,498	14,632	31,130	18,162	16,210	34,372

TABLE 197.—*European pupils in Arts colleges.*

PROVINCE.	Total. 1901-02.	1906-07.			1911-12.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
Madras	42	13	11	24	28	7	35
Bombay	17	18	5	23	21	7	28
Bengal	64	26	..	26	16	9	25
United Provinces	127	24	30	54	16	30	46
Punjab	2	4	..	4	2	..	2
Burma	24	13	2	15	31	21	52
Central Provinces and Berar	1	4	..	4	20	..	20
TOTAL	277	102	48	150	134	74	208

TABLE 198.—*European pupils in professional colleges, by periods.*

—	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Law	12	11	13	5	4
Medicine	235	101	190	157	173
Engineering	104	126	110	138	109
Teaching	2	..	12	37	47
Agriculture	1	..	..	1	..
TOTAL	354	238	325	338	333

TABLE 199.—*European boys in professional colleges.*

PROVINCE.	1906-07.						1911-12.					
	Law.	Medicine.	Engineering.	Teaching.	Agriculture.	Total.	Law.	Medicine.	Engineering.	Teaching.	Agriculture.	Total.
Madras	2	15	10	..	..	27	..	..	21	1	..	22
Bombay	..	56	1	..	..	57	1	41	3	..	..	45
Bengal	3	46	45	..	1	95	1	104	27	..	..	132
United Provinces.	..	..	82	1	..	83	..	..	58	1	..	59
Punjab	..	..	..	1	..	1	..	1	..	15	..	16
Central Provinces and Berar.	..	..	..	1	..	1	2	..	..	..	..	2
TOTAL	5	117	138	3	1	264	4	146	109	17	..	276

TABLE 200.—*European girls in professional colleges.*

Province.	1906-07.			1911-12.		
	Medicine.	Teaching.	Total.	Medicine.	Teaching.	Total.
Madras	6	4	10	..	..	..
Bombay	15	..	15	6	..	6
Bengal	13	..	13	19	..	19
United Provinces	..	1	1	2	..	2
Punjab	6	29	35	..	30	30
TOTAL	40	34	74	27	30	57

TABLE 201.—*Pupils (both Europeans and Indians) in primary and secondary schools for Europeans.*

Province.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	7,396	7,761	6,934	7,004
Bombay	3,468	3,814	3,674	3,957
Bengal	8,083	8,292	7,826	8,640
United Provinces	3,483	4,079	4,040	4,454
Punjab	2,397	2,451	2,339	2,539
Burma	1,499	1,888	2,107	4,003
Eastern Bengal and Assam	18	10	425	425
Central Provinces and Berar	1,215	1,288	1,273	1,409
TOTAL	27,559	29,583	28,618	32,431

TABLE 202.—*European pupils in primary and secondary schools (for both Europeans and Indians).*

Province.	Secondary schools.			Primary schools.			Total.		
	1901-02.	1906-07.	1911-12.	1901-02.	1906-07.	1911-12.	1901-02.	1906-07.	1911-12.
Madras	5,939	5,844	5,927	1,059	1,040	1,217	6,998	6,884	7,144
Bombay	3,975	3,984	4,611	51	7	13	4,026	3,991	4,624
Bengal	6,548	5,723	7,416	1,202	1,480	775	7,750	7,203	8,191
United Provinces	1,510	3,522	3,948	2,574	481	348	4,084	4,003	4,296
Punjab	2,305	2,242	2,305	127	54	161	2,432	2,296	2,466
Burma	2,451	2,942	3,657	182	164	214	2,633	3,106	3,871
Eastern Bengal and Assam	4	412	391	10	50	153	14	462	544
Central Provinces and Berar	328	371	414	917	808	905	1,245	1,179	1,319
Coorg	3	3	2	4	4	..	7	7	2
North-West Frontier Province	..	..	1	..	..	..	..	..	1
TOTAL	23,063(*a*)	25,043	28,672	6,126(*a*)	4,088	3,786	29,189	29,131	32,458

(*a*) The primary departments of Secondary schools in the United and Central Provinces are treated in this table as Primary schools.

TABLE 203.—*Stage of instruction of pupils in European schools for general education by periods.*

—	Boys.					Girls.				
	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
High	1,042	1,140	1,503	1,056	1,030	511	640	848	890	732
Middle	3,117	3,519	3,780	3,517	4,205	2,653	3,180	3,161	3,182	3,680
TOTAL SECONDARY	4,159	4,659	5,283	4,573	5,235	3,164	3,820	4,009	4,072	4,412
Upper Primary	2,595	3,038	3,402	3,107	3,497	2,627	3,130	3,439	3,072	3,236
Lower " A	4,285	4,675	5,102	6,320	7,400	4,561	4,659	5,121	6,477	7,455
" " B	1,431	1,766	1,662	461	589	1,526	1,812	1,565	536	607
TOTAL PRIMARY	8,311	9,479	10,166	9,888	11,486	8,714	9,601	10,125	10,085	11,298
GRAND TOTAL	12,470	14,138	15,449	14,461	16,721	11,878	13,421	14,134	14,157	15,710

TABLE 204.—*European boys in special schools.*

Province.	1906-07. Medical.	Normal.	Schools of art.	Law schools.	Engineering and surveying.	Technical and industrial.	Commercial.	Reformatory.	Others.	Total.	1911-12. Medical.	Normal.	Schools of art.	Law schools.	Engineering and surveying.	Technical and industrial.	Commercial.	Reformatory.	Others.	Total.
Madras	35	1	12	..	..	49	..	..	174	271	..	1	6	..	..	5	4	..	26	42
Bombay	..	..	2	..	..	21	7	..	..	30	..	..	3	..	..	33	3	..	2	41
Bengal	5	3	1	..	..	..	25	5	6	45	..	..	1	..	..	213	27	..	..	241
United Provinces	..	..	..	..	159	..	..	..	78	237	..	..	..	..	72	13	..	..	55	140
Punjab	..	..	..	..	..	..	..	..	30	30	..	..	..	..	..	2	..	..	6	8
Burma	..	11	..	3	28	..	..	..	83	125	..	5	..	1	16	..	..	1	1	24
Eastern Bengal and Assam	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	1
Central Provinces and Berar	..	..	..	..	..	62	..	..	..	62	..	..	..	..	..	58	..	..	..	58
TOTAL	40	15*	15	3	187	132	32	5	371	800	..	6	10	1	88	324	35	1	90	555

* The number given in general Table III A. is 16. This is due to the inclusion by mistake of one European boy in Training schools in Eastern Bengal and Assam.

TABLE 205.—*European girls in special schools.*

Province.	1906-07. Normal.	Medical.	Schools of art.	Technical and industrial.	Commercial.	Others.	Total.	1911-12. Normal.	Medical.	Schools of art.	Technical and industrial.	Commercial.	Others.	Total.
Madras	36	19	14	..	2	243	314	42	..	14	99	..	71	226
Bombay	32	..	1	..	..	..	33	41	..	3	..	23	..	67
Bengal	26	..	2	..	72	5	105	20	..	3	4	199	..	226
United Provinces	35	3	1	..	..	5	44	45	3	..	56	..	..	104
Punjab	..	7	..	..	..	33	40	..	2	..	..	..	34	36
Burma	44	..	..	35	..	78	157	40	..	..	42	..	..	82
Eastern Bengal and Assam.	..	1	1	..	..	..	2	1	2	..	..	1	..	4
TOTAL	173	30	19	35	74	364	695	189	7	20	201	223	105	745

TABLE 206.—*Successful European candidates in university arts examinations.*

Province.	1906-07. M.A.	B.A.	Intermediate.	1911-12. M.A.	B.A.	Intermediate.
Madras	..	7	14	..	1	11
Bombay	1	..	5	..	1	7
Bengal	..	1	11	2	5	16
United Provinces	..	..	7	..	9	11
Punjab	..	..	7	..	..	..
Burma	..	..	4	..	4	17
Central Provinces and Berar	..	..	3	..	..	1
TOTAL	1	8	51	2	20	63

TABLE 207.—*Successful European candidates in professional and technical examinations.*

Province.	1906-07. Teaching.* Masters.	1906-07. Teaching.* Mistresses.	1906-07. Medical. College examination.	1906-07. Medical. School examination.	1906-07. Schools of art.	1906-07. Engineering and surveying.	1906-07. Commercial.	1906-07. Law.	1906-07. Industrial and technical.	1911-12. Teaching.† Masters.	1911-12. Teaching.† Mistresses.	1911-12. Medical. College examination.	1911-12. Medical. School examination.	1911-12. Schools of art.	1911-12. Engineering and surveying.	1911-12. Commercial.	1911-12. Law.	1911-12. Industrial and technical.
Madras	7	61	8	7	73	..	..	..	17	..	30	..	..	23	..	..	..	18
Bombay	..	21	5	..	68	..	2	..	..	..	2	11	1	143	..	..	1	..
Bengal	..	..	5	..	..	20	..	1	..	..	..	4	..	..	11	7	..	..
United Provinces	..	6	..	1	..	..	..	1	..	..	16	..	3	..	..	..	..	..
Punjab	..	2	1	3	..	..	..	..	..	..	..	1	..	..	..	..	..	..
Burma	20	..	..	..	..	5	..	..	..	22	4	..	..	..	1	..	..	..
Central Provinces and Berar.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
TOTAL	27	90	19	11	141	25	2	2	17	22	52	16	4	166	12	7	1	18

* Excludes 10 European passes in teaching colleges.
† Excludes 34 European passes in teaching colleges.

TABLE 208.—*Expenditure on European colleges and schools (direct and indirect) by periods and provinces.*

(In thousands of rupees.)

Province.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	5,45	7,18	7,61	10,17
Bombay	4,57	4,40	4,30	7,00
Bengal	14,12	17,84	17,77	19,24
United Provinces	5,26	7,17	10,06	11,62
Punjab	4,57	4,84	9,20	8,15
Burma	1,35	1,86	2,24	6,11
Eastern Bengal and Assam	5	4	57	74
Central Provinces and Berar	68	99	1,28	2,22
TOTAL	36,05	44,32	53,03	65,25

TABLE 209.—*Sources of expenditure by provinces.*

[Pro]vince.	1906-07. Provincial revenues.	1906-07. Local and municipal funds.	1906-07. Fees.	1906-07. Other sources.	1906-07. Total Public.	1906-07. Total Private	1906-07. Grand Total.	1911-12. Provincial revenues.	1911-12. Local and municipal Funds.	1911-12. Fees.	1911-12. Other sources.	1911-12. Total Public.	1911-12. Total Private.	1911-12. Grand Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
[Madra]s	2,53,196	..	1,27,848	3,79,324	2,53,196	5,07,172	7,60,368	3,40,387	..	1,70,541	5,05,602	3,40,387	6,76,143	10,16[illegible]
[Bomb]ay	1,03,637	780	1,41,141	1,84,931	1,04,417	3,26,072	4,30,489	2,09,761	1,220	2,29,554	2,59,372	2,10,981	4,88,926	6,99[illegible]
[Benga]l	4,43,569	1,965	7,65,544	5,66,213	4,45,534	13,31,757	17,77,291	5,52,657	13,892	8,51,617	5,06,030	5,66,549	13,57,647	19,24[illegible]
[Unite]d Provinces	2,95,952	4,544	4,50,555	2,54,483	3,00,496	7,05,038	10,05,534	4,24,783	10,764	5,05,512	2,20,922	4,35,547	7,26,434	11,61[illegible]
[Punj]ab	4,09,543	..	2,42,479	2,67,820	4,09,543	5,10,299	9,19,842	2,63,898	..	2,83,122	2,67,620	2,63,898	5,50,742	8,1[illegible]
[Burm]a	62,525	35,401	81,028	45,447	97,926	1,26,475	2,24,401	1,95,792	2,160	3,32,533	80,785	1,97,952	4,13,318	6,11[illegible]
[East]ern Bengal [an]d Assam.	25,132	..	3,955	28,279	25,132	32,234	57,366	22,648	300	22,732	28,667	22,948	51,399	74[illegible]
[Cent]ral Provinces and [Be]rar.	60,078	3,260	28,642	35,964	63,338	64,606	1,27,944	84,482	1,810	73,572	61,910	86,292	1,35,482	2,21[illegible]
TOTAL	16,53,632	45,950	18,41,192	17,62,461	16,99,582	36,03,653	53,03,235	20,94,408	30,146	24,69,183	19,30,908	21,24,554	44,00,091	65,24[illegible]

TABLE 210.—*Sources of expenditure, by periods.*

(In thousands of Rupees.)

	1896-97.	1901-02.	1906-07.	1911-12.
vincial revenues	7,75	8,82	16,54	20,95
cal and municipal revenues	11	20	46	30
es	13,11	15,91	18,41	24,69
her sources	15,08	18,87	17,62	19,31
TOTAL .	36,05	43,80	53,03	65,25
TOTAL PUBLIC .	7,86	9,02	17,00	21,25
TOTAL PRIVATE .	28,19	34,78	36,03	44,00

TABLE 211.—*Objects of expenditure, by periods.*

	1896-97.	1901-02.	1906-07.	1911-12.
	Rs.	Rs.	Rs.	Rs.
colleges	76,813	1,14,910	15,299	16,181
ssional colleges	..	7,890	39,127	41,647
ndary schools	25,43,098	24,48,970	23,87,075	30,89,828
ary schools	1,40,099	1,28,892	2,01,425	1,83,490
ial schools	49,384	67,981	73,445	1,22,350
ldings and equipment	4,40,576	4,51,405	9,56,006	5,77,497
pection	29,340	17,000	10,952	44,041
larships	15,600	40,594	3,14,708	85,835
llaneous	3,09,849	11,54,835	13,05,198	23,63,776
TOTAL .	36,04,759	44,32,477	53,03,235	65,24,645

BLE 212.—*Average expenditure from provincial funds per scholar in European schools and average fee paid.*

PROVINCE.	Provincial funds.	Fees.	Average number of scholars in European schools.	Average expenditure from provincial funds per pupil.	Average fee paid.
				Per annum.	
	Rs.	Rs.		Rs.	Rs.
dras	3,40,387	1,70,541	6,915	49	25
bay	2,09,761	2,29,554	3,897	54	59
gal	5,52,657	8,51,617	8,612	64	99
ted Provinces	4,24,783	5,05,512	4,738	90	107
jab	2,63,898	2,83,122	2,608	101	108
ma	1,95,792	3,32,533	3,889	50	85
tern Bengal and Assam	22,648	22,732	414	55	55
tral Provinces and Berar	84,482	73,572	1,439	59	51
TOTAL . 1911-12 .	20,94,408	24,69,183	32,512	64	76
TOTAL . 1906-07 .	16,53,632	18,41,192	29,429	56	62

EDUCATION OF MUHAMMADANS.

TABLE 213.—*Muhammadan population.*

Province.	Muhammadan population (in thousands) Census of 1911.	Percentage of Muhammadans to Total population.	
		Census of 1901.	Census of 1911.
Madras	2,743	6·5	6·6
Bombay	4,902	18·0	18·1
Bengal	9,397	17·8	17·1
United Provinces	6,658	14·1	14·1
Punjab	10,956	53·2	54·8
Burma	421	3·6	3·5
Eastern Bengal and Assam	20,237	57·9	58·5
Central Provinces and Berar	583	4·2	3·7
Coorg	13	7·6	7·5
North-West Frontier Province	2,040	92·1	92·8
TOTAL	57,950	22·6	22·7
Census 1911	54,297	..	..

TABLE 214.—*Muhammadan pupils under instruction in all classes of institutions.*

Province.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	43,715	84,391	100,924	107,875	118,929	146,196
Bombay	84,311	119,392	138,355	134,828	144,405	182,472
Bengal	366,886	448,847	477,019	462,674	184,355	283,944
United Provinces	68,924	64,413	75,596	91,482	111,047	134,393
Punjab	160,885	131,493	128,537	111,354	134,238	159,860
Burma	1,595	5,426	16,522	8,193	10,965	14,553
Eastern Bengal and Assam	12,936	16,727	21,802	23,452	425,840	575,674
Central Provinces and Berar	14,606	16,358	17,724	17,850	21,634	29,234
Coorg	178	189	153	156	200	205
North-West Frontier Province	..	..	..	20,357	20,758	24,620
TOTAL	754,036	887,236	966,632	978,221	1,172,371	1,551,151

TABLE 215.—*Muhammadan pupils in public and private institutions.*

Province.	Public Institutions.					Private Institutions.				
	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	67,417	71,275	72,173	76,772	103,538	16,974	29,649	35,702	42,157	[illegible]
Bombay	97,186	106,225	98,401	105,857	139,464	22,206	32,130	36,427	38,548	[illegible]
Bengal	355,207	397,554	387,839	167,293	270,104	93,640	79,465	74,835	17,062	[illegible]
United Provinces	34,530	45,610	55,360	78,127	94,454	29,883	29,986	36,122	32,920	[illegible]
Punjab	58,988	72,101	68,678	91,763	121,119	72,505	56,436	42,676	42,475	[illegible]
Burma	1,746	2,849	4,064	6,804	9,626	3,680	3,673	4,129	4,161	[illegible]
Eastern Bengal and Assam	12,800	17,211	19,292	364,791	533,333	3,927	4,591	4,160	61,049	[illegible]
Central Provinces and Berar	16,108	17,630	17,[illegible]02	21,585	29,072	250	94	148	49	[illegible]
Coorg	174	150	149	193	199	15	3	7	7	[illegible]
North-West Frontier Province	..	..	8,347	10,716	16,089	..	..	12,010	10,042	[illegible]
TOTAL	644,156	730,605	732,005	923,901	1,316,998	243,080	236,027	246,216	248,470	[illegible]

TABLE 216.—*Muhammadan pupils in different classes of public institution.*

…VINCE.	Arts colleges.		Professional colleges.		Secondary schools (English).		Middle vernacular.		Primary schools.		Total.	
	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.
…s . .	76	96	15	7	4,439	5,519	1,475	..	70,320	97,396	76,325	103,018
…ay . .	95	146	50	37	3,826	5,543	..	..	101,241	132,986	105,212	138,712
…al . .	341	702	79	90	11,602	20,364	2,527	3,220	142,780	143,928	157,329	168,304
…ted Provinces	554	1,155	196	202	7,138	10,561	10,922	9,724	58,448	71,976	77,258	93,618
…ab . .	305	569	124	303	15,263	24,837	6,541	8,423	68,155	85,292	90,388	119,424
… . .	7	15	..	..	1,502	1,803	882	1,649	4,368	6,135	6,759	9,602
…rn Bengal …Assam.	71	360	7	21	22,978	59,480	8,656	8,856	317,699	451,157	349,411	519,874
…l Provin- …nd Berar.	11	29	..	4	1,496	2,054	3,372	4,130	16,653	22,799	21,532	29,016
… . .	..	..	..	..	7	4	..	..	186	195	193	199
…West …tier Pro-…	9	23	..	..	2,363	3,362	1,000	1,752	7,323	10,904	10,695	16,041
… .	1,469(*a*)	3,095	471	664	70,614	133,527	35,375	37,754	787,173	1,022,768	895,102	1,197,808

(*a*) Excludes 100 Muhammadan pupils in Oriental colleges.

TABLE 217.—*Male Muhammadan pupils in different classes of institutions.*

Province.	Professional colleges. Arts colleges.	Law.	Veterinary.	Medicine.	Engineering.	Teaching.	Agriculture.	Total.	Secondary schools. High.	Middle.	Total.	Middle vernacular.	Primary.	Schools for special training. Training schools.	Schools of art.	Law schools.	Medical schools.	Engineering and surveying schools.	Technical and industrial schools.	Commercial schools.	Agricultural schools.	Reformatory schools.	Others.	Total.	Total of colleges and schools of public instruction.	Total of private institutions.	Grand Total.
Madras	95	4	..	..	2	1	..	102	4,089	1,420	5,509	..	80,501	160	6	..	..	..	234	39	..	34	27	500	86,612	30,726	117,338
Bombay	145	19	..	11	3	..	4	182	2,918	2,574	5,492	..	112,027	160	12	..	15	2	420	15	1	37	67	729	118,430	29,352	147,782
Bengal	701	69	..	13	5	3	..	791	11,940	8,391	20,331	3,185	133,738	620	17	..	226	24	362	15	..	149	80,062	81,475	239,520	12,734	252,254
United Provinces	1,155	106	..	2	70	10	14	1,357	7,395	3,025	10,420	9,514	65,779	196	..	..	28	..	259	1	..	55	214	753	87,823	37,411	125,234
Punjab	569	54	135	23	..	75	16	872	16,825	7,900	24,725	8,054	77,047	169	129	..	212	36	919	12	..	55	28	1,560	112,258	26,652	138,910
Burma	15	..	..	..	..	..	..	15	816	945	1,761	1,296	4,757	6	..	1	..	3	..	..	..	12	..	22	7,851	3,698	11,549
Eastern Bengal and Assam	360	12	..	..	..	9	..	381	20,729	38,674	59,403	8,792	379,482	612	..	..	76	13	140	26	..	..	12,511	13,378	461,436	34,931	496,367
Central Provinces and Berar	29	4	..	..	..	..	..	33	328	1,725	2,053	3,937	20,223	41	..	..	..	..	..	..	..	11	..	52	26,298	44	26,342
Coorg	..	..	..	..	..	..	..	..	3	1	4	..	189	..	..	..	..	..	..	..	..	..	..	..	193	6	199
North-West Frontier Province	23	..	..	..	..	..	..	23	2,364	998	3,362	1,752	10,518	48	..	..	..	..	..	..	..	..	..	48	15,703	6,276	21,979
TOTAL 1911-12	3,092	268	135	49	80	98	34	3,756	67,407	65,653	133,060	36,530	884,261	2,012	164	1	557	78	2,334	108	1	353	92,909	98,517	1,156,124	181,830	1,337,954
" 1906-07	1,568	182	*	65	113	68	43	2,039	38,933	31,541	70,474	34,271	712,465	1,032	196	7	453	95	1,414	42	37	265	23,867	27,408	846,657	204,015	1,050,672

* Figures are not available for the year 1906-07.

TABLE 218.—*Female Muhammadan pupils in different classes of institutions.*

Province.	Professional colleges. Arts colleges.	Law.	Medicine.	Engineering.	Teaching.	Agriculture.	Total.	Secondary schools. High.	Middle.	Total.	Middle vernacular.	Primary.	Schools for special training. Training schools.	Schools of art.	Law schools.	Medical schools.	Engineering and surveying schools.	Technical and industrial schools.	Commercial schools.	Agricultural schools.	Reformatory schools.	Others.	Total.	Total of colleges and schools of public instruction.	Total of private institutions.	Grand Total.
Madras	1	..	..	..	..	..	1	9	1	10	..	16,895	20	..	..	..	..	..	..	..	..	..	20	16,926	11,932	28,858
Bombay	1	..	..	..	..	..	1	30	21	51	..	20,959	20	..	..	3	..	..	..	..	..	..	23	21,034	13,656	34,690
Bengal	1	..	..	..	..	..	1	6	27	33	35	10,190	10	..	..	1	..	20	..	..	..	20,294	20,325	30,584	1,106	31,690
United Provinces	..	..	..	..	..	..	..	23	118	141	210	6,197	19	..	..	..	..	64	..	..	..	..	83	6,631	2,528	9,159
Punjab	..	..	..	..	..	..	..	63	49	112	369	8,245	14	..	..	35	..	83	..	..	..	3	135	8,861	12,089	20,950
Burma	..	..	..	..	..	..	..	11	31	42	353	1,378	2	..	..	..	..	..	..	..	..	..	2	1,775	1,229	3,004
Eastern Bengal and Assam	..	..	..	..	..	..	..	41	36	77	64	71,675	3	..	..	1	..	19	..	..	..	58	81	71,897	7,410	79,307
Central Provinces and Berar	..	..	..	..	..	..	..	..	1	1	193	2,576	4	..	..	..	..	..	..	..	..	..	4	2,774	118	2,892
Coorg	..	..	..	..	..	..	..	..	..	..	..	6	..	..	..	..	..	..	..	..	..	..	..	6	..	6
North-West Frontier Province	..	..	..	..	..	..	..	..	..	..	..	386	..	..	..	..	..	..	..	..	..	..	..	386	2,255	2,641
TOTAL 1911-12	3	..	..	..	..	..	3	183	284	467	1,224	138,507	92	..	..	40	..	186	..	..	..	20,355	20,673	160,874	52,323	213,197

TABLE 219.—*Percentage of Muhammadan pupils to total number of pupils under instruction by periods.*

YEAR.	Public institutions.	Private institutions.	Total institutions.	Percentage of Muhammadan population to total population of India.
1881-82	..	..	17·8	19·1(*a*)
1886-87	18·8	52·6	22·6	19·1(*a*)
1891-92	19·2	47·9	23·0	21·8(*b*)
1896-97	19·3	41·5	22·2	21·8(*b*)
1901-02	18·8	38·7	21·6	22·6(*c*)
1906-07	19·5	38·6	21·8	22·6(*c*)
1911-12	21·5	35·9	22·9	22·7(*d*)

(*a*) Census 1881. (*b*) Census 1891. (*c*) Census 1901. (*d*) Census 1911.

TABLE 220.—*Percentage of Muhammadan pupils to total number of pupils by provinces.*

PROVINCE.	PUBLIC INSTITUTIONS.					PRIVATE INSTITUTIONS.					Percentage in all institutions in 1911-12.
	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.	
Madras	10·8	9·9	9·7	8·8	9·0	26·3	28·3	29·5	32·1	33·5	11·4
Bombay	17·2	17·6	17·3	16·4	16·6	32·7	45·4	51·2	52·3	53·4	19·8
Bengal	25·5	25·7	25·0	13·9	17·4	67·1	62·9	62·6	31·6	25·4	17·6
United Provinces	15·9	16·2	15·0	14·6	15·2	45·8	41·9	42·9	47·5	44·2	18·9
Punjab	38·9	39·8	37·7	39·1	38·3	66·8	68·7	64·8	65·0	59·7	41·9
Burma	1·2	2·0	2·5	3·0	3·6	7·0	3·7	2·7	2·4	2·8	3·3
Eastern Bengal and Assam*	16·4	17·8	18·8	48·7	52·0	68·5	66·7	74·9	92·6	86·0	53·5
Central Provinces and Berar	9·7	8·7	9·0	9·1	9·3	7·2	..	..	14·4	74·0	9·3
Coorg	3·8	3·2	3·4	4·4	3·2	3·4	·7	1·6	1·4	1·0	3·0
North-West Frontier Province.	..	..	64·4	63·2	63·1	..	..	88·1	83·3	90·5	70·5
TOTAL	19·2	19·3	18·8	19·5	21·5	47·9	41·5	38·7	38·6	35·9	22·9 21·8 (1906-07)

* In 1892, 1897 and 1902 the figures are for Assam only.

TABLE 221.—*Percentage of Muhammadan pupils in primary schools to total number of pupils in such schools.*

PROVINCE.	1906-07.	1911-12.
Madras	9·5	9·5
Bombay	17·5	17·6
Bengal	13·9	11·9
Eastern Bengal and Assam	51·9	55·3
United Provinces	13·3	14·05
Punjab	42·2	40·9
Burma	2·5	3·4
Central Provinces and Berar	8·8	8·9
Coorg	4·8	3·4
North-West Frontier Province	66·7	67·9
TOTAL	20·0	20·5

TABLE 222.—*Percentage of Muhammadan pupils in public institutions to Muhammadan population of school-going age.*

Province.	1906-07.		1911-12.	
	Muhammadans.	All classes.	Muhammadans.	All classes.
Madras	20·7	15·3	25·2	18·5
Bombay	15·3	16·9	18·9	20·7
Bengal	13·2*	15·7*	19·2	18·8
United Provinces	7·7	7·5	9·4	8·8
Punjab	5·7	7·7	7·4	10·5
Burma	13·4	14·5	15·2	14·9
Eastern Bengal and Assam	..	..	17·6	19·7
Central Provinces and Berar	28·4	11·9	33·1	13·4
Coorg	9·5	16·1	10·1	23·6
North-West Frontier Province	3·7	5·3	5·2	7·7
TOTAL	11·3	13·1	15·2	16·0

* For Bengal and Assam.

TABLE 223.—*Percentage of male Muhammadan pupils in public institutions to male Muhammadan population of school-going age.*

Province.	1906-07.			1911-12.		
	Male population of school-going age.	Pupils in public institutions.	Percentage.	Male population of school-going age.	Pupils in public institutions.	Percentage.
Madras	182,190	64,708	35·5	202,668	86,612	42·7
Bombay	367,950	91,220	24·8	395,375	118,430	30·0
Bengal	2,032,440*	496,106*	24·4	710,741	239,520	33·7
United Provinces	515,985	73,129	14·2	519,943	87,823	16·9
Punjab	863,220	85,319	9·9	895,111	112,258	12·5
Burma	33,015	5,778	17·5	40,713	7,851	19·3
Eastern Bengal and Assam	..	..	..	1,537,684	461,436	30·0
Central Provinces and Berar	38,880	19,652	50·5	45,334	26,298	58·0
Coorg	1,272	182	14·3	1,259	193	15·3
North-West Frontier Province	157,560	10,563	6·7	162,791	15,703	9·6
TOTAL	4,192,512	846,657	20·2	4,511,619	1,156,124	25·6

* For Bengal and Assam.

TABLE 224.—*Successful Muhammadan candidates in public examinations.*

Province.	M.A. and M.Sc.		B.A. and B.Sc.		Intermediate.		Matriculation.		School final.		Middle.		Upper primary.	
	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.	1906-07.	1911-12.
Madras	..	..	5	9	16	7	41	..	..	132	..	..	..	..
Bombay	1	2	9	15	39	15	72	79	14	45	109	143	2,553	3,058
Bengal	5	10	11	40	54	106	124	261	..	..	771	1,171	1,381	2,663
United Provinces	..	6	69	103	69	125	159	168	..	100	547	522	2,393	3,119
Punjab	7	3	18	38	60	68	394	410	..	..	290	438	4,084	..
Burma	..	..	..	2	..	3	2	6	..	..	133	343	676	924
Eastern Bengal and Assam.	..	..	1	15	12	73	95	296	..	..	1,536	2,945	3,693	7,314
Central Provinces and Berar.	..	..	..	4	1	7	11	13	2	11	50	171	851	1,249
Coorg	..	..	..	..	..	..	..	..	..	..	..	..	..	..
North-West Frontier Province.	..	1	..	1	1	11	35	49	..	..	38	164	560	9
TOTAL	13	22	113	227	252	415	933	1,282	16	288	3,474	5,897	16,191	18,336

PRIVATE INSTITUTIONS.

TABLE 225.—*Classes of private institutions, by periods.*

CLASS OF INSTITUTION.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
ADVANCED.						
Arabic or Persian	5,717	3,088	2,647	2,270	2,051	1,446
Sanskrit	1,868	2,427	2,484	1,913	1,630	1,178
Other Oriental classics	93	44	49	42	6	10
TOTAL	7,678	5,559	5,180	4,225	3,687	2,634
ELEMENTARY.						
Koran schools	12,126	13,228	11,840	11,218	10,504	8,288
Vernacular schools	11,585	19,504	24,667	27,173	25,108	26,757
Other schools	1,439	826	452	465	1,893	2,214
TOTAL	25,150	33,558	36,959	38,856	37,505	37,259
GRAND TOTAL	32,828	39,117	42,139	43,081	41,192	39,893

TABLE 226.—*Private institutions for teaching Arabic or Persian.*

PROVINCE.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	28	35	45	58	104
Bombay	29	37	44	66	76
Bengal	1,294	1,219	1,142	844	448
United Provinces	1,155	959	757	483	484
Punjab	566	374	165	184	127
Burma	..	..	..	..	..
Eastern Bengal and Assam	12	21	20	276	125
Central Provinces and Berar	4	2	9	4	..
Coorg	..	..	..	..	..
North-West Frontier Province	..	..	88	136	82
TOTAL	3,088	2,647	2,270	2,051	1,446

TABLE 227.—*Private institutions for teaching Sanskrit.*

PROVINCE.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	118	159	181	257	264
Bombay	50	56	25	31	46
Bengal	1,694	1,763	1,160	725	392
United Provinces	367	294	388	321	386
Punjab	122	130	86	67	49
Burma	..	..	..	..	..
Eastern Bengal and Assam	76	82	68	223	35
Central Provinces and Berar	..	..	1	2	3
Coorg	..	..	..	..	..
North-West Frontier Province	..	..	4	4	3
TOTAL	2,427	2,484	1,913	1,630	1,178

TABLE 228.—*Koran schools.*

PROVINCE.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	412	781	1,021	1,132	938
Bombay	685	932	1,279	1,375	1,449
Bengal	5,969	4,717	3,667	390	342
United Provinces	1,261	1,412	1,520	1,350	1,498
Punjab	4,439	3,566	2,594	2,526	1,890
Burma	266	246	217	213	210
Eastern Bengal and Assam	192	185	164	2,938	1,505
Central Provinces and Berar	4	1	..	..	3
North-West Frontier Province	..	..	756	580	453
TOTAL	13,228	11,840	11,218	10,504	8,288

TABLE 229.—*Private vernacular schools.*

PROVINCE.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	2,845	4,179	4,356	2,953	3,083
Bombay	1,802	1,779	1,191	1,177	1,143
Bengal	4,627	4,205	3,869	2,570	2,266
United Provinces	2,961	2,930	3,406	2,324	2,814
Punjab	1,608	1,230	972	893	783
Burma	5,545	10,295	13,300	14,941	16,409
Eastern Bengal and Assam	9	8	..	124	218
Central Provinces and Berar	80	..	..	..	..
Coorg	27	41	..	..	..
North-West Frontier Province	..	..	79	126	41
TOTAL	19,504	24,667	27,173	25,108	26,757

TABLE 230.—*Other private schools.*

PROVINCE.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	..	13	96	1,082	804
Bombay	201	14	122	226	308
Bengal	284	303	160	257	411
United Provinces	..	..	..	92	248
Punjab	319	63	33	41	69
Burma	13	44	26	11	56
Eastern Bengal and Assam	9	13	3	150	282
Central Provinces and Berar	..	2	3	3	..
Coorg	..	..	22	29	35
North-West Frontier Province	..	..	..	2	1
TOTAL	826	452	465	1,893	2,214

TABLE 231.—*Pupils in private institutions.*

CLASS OF INSTITUTION.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
ADVANCED.						
Arabic or Persian	53,745	39,534	35,578	37,464	39,193	34,378
Sanskrit	22,572	28,833	29,060	22,380	21,315	20,348
Other Oriental Classics	1,062	684	744	2,293	284	474
TOTAL ADVANCED	77,379	69,051	65,382	62,137	60,792	55,200
ELEMENTARY.						
Koran schools	103,234	167,872	175,312	183,476	189,713	168,406
Vernacular schools	165,[illegible]93	248,922	318,766	378,803	351,043	367,034
Other schools	2[illegible],479	22,066	9,028	10,991	42,604	61,356
TOTAL ELEMENTARY	295,306	438,860	503,106	573,270	583,360	596,796
GRAND TOTAL	372,685	507,911	568,488	635,407	644,152	651,996

TABLE 232.—*Pupils in private institutions for teaching Arabic or Persian.*

PROVINCE.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	2,280	2,565	2,681	5,358
Bombay	2,181	1,883	2,661	2,370
Bengal	14,014	16,737	10,104	6,309
United Provinces	10,949	11,084	10,081	11,377
Punjab	5,221	3,090	2,678	2,827
Burma	..	..	..	..
Eastern Bengal and Assam	845	907	9,105	4,943
Central Provinces and Berar	88	148	49	..
Coorg	..	..	..	..
North-West Frontier Province	..	1,050	1,834	1,194
TOTAL	35,578	37,464	39,193	34,378

TABLE 233.—*Pupils in private institutions for teaching Sanskrit.*

PROVINCE.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	2,767	2,612	4,398	5,224
Bombay	642	504	855	1,229
Bengal	17,627	9,917	6,289	3,911
United Provinces	4,179	6,388	5,703	7,849
Punjab	2,043	1,594	1,496	1,718
Burma	..	..	..	..
Eastern Bengal and Assam	1,802	1,301	2,425	231
Central Provinces and Berar	..	13	47	57
North-West Frontier Province	..	51	102	129
TOTAL	29,060	22,380	21,315	20,348

TABLE 234.—*Pupils in Koran schools.*

PROVINCE.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	23,807	30,180	36,523	33,782
Bombay	22,490	28,536	31,705	35,649
Bengal	59,790	53,099	5,726	4,952
United Provinces	14,829	17,118	17,560	19,827
Punjab	46,998	26,399	36,774	33,011
Burma	3,673	4,094	4,127	4,604
Eastern Bengal and Assam	3,719	3,253	49,192	29,114
Central Provinces and Berar	6	..	..	162
North-West Frontier Province	..	10,797	8,106	7,305
TOTAL	175,312	183,476	189,713	168,406

TABLE 235.—*Pupils in private vernacular schools.*

PROVINCE.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	74,169	84,187	67,211	67,080
Bombay	44,328	34,660	32,275	34,089
Bengal	30,831	36,055	24,639	26,163
United Provinces	41,255	49,688	33,878	44,356
Punjab	26,429	23,548	21,803	21,551
Burma	101,250	148,937	167,047	168,154
Eastern Bengal and Assam	85	..	2,225	4,847
Coorg	419	..	..	..
North-West Frontier Province	..	1,728	1,965	794
TOTAL	318,766	378,803	351,043	367,034

TABLE 236.—*Pupils in other private schools.*

PROVINCE.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	1,525	1,469	20,639	15,735
Bombay	693	3,216	5,990	6,757
Bengal	3,920	3,831	7,266	13,108
United Provinces	..	..	2,055	7,003
Punjab	1,493	1,169	2,591	5,839
Burma	904	471	296	2,187
Eastern Bengal and Assam	430	96	2,965	10,113
Central Provinces and Berar	63	286	243	..
Coorg	..	433	510	608
North-West Frontier Province	..	..	49	6
TOTAL	9,028	10,991	42,604	61,356

TABLE 237.—*Percentage of pupils in private institutions to total pupils under instruction.*

PROVINCE.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.	1911-12.
Madras	6	9	13	14	13	10
Bombay	12	11	11	11	10	9
Bengal	3	9	8	7	4	3
United Provinces	23	23	20	19	11	13
Punjab	52	42	31	27	22	12
Burma	2	27	41	49	43	39
Eastern Bengal and Assam	7	7	7	5	8	5
Central Provinces and Berar	1	·3	·3	·8	·1	·1
Coorg	8	9	8	9	10	9
North-West Frontier Province	..	..	..	51	42	27
GENERAL	11	13	13	14	12	9·6

TABLE 238.—*Pupils in private institutions by race or creed.*

	1906-07.			1911-12.		
	Number of pupils.	Percentage on total pupils in private institutions.	Percentage on total of race or creed under instruction.	Number of pupils.	Percentage on total pupils in private institutions.	Percentage on total of race or creed under instruction.
Europeans and Anglo-Indians	16	..	·1	73	..	·2
Indian Christians	11,784	1·8	7·0	7,690	1·2	3·9
Hindus	215,146	33·5	6·1	233,172	35·8	5·3
Muhammadans	248,470	38·6	21·2	234,153	35·9	15·1
Buddhists	167,131	25·9	45·3	169,747	26·0	41·5
Others	1,305	·2	1·3	7,161	1·1	3·8
TOTAL	644,152	100·0	12·0	651,996	100·0	9·6

TABLE 239.—*Pupils in private institutions by sex.*

	1906-07.			1911-12.		
	Male.	Female.	Total.	Male.	Female.	Total.
ADVANCED.						
Arabic and Persian	38,125	1,068	39,193	33,228	1,150	34,378
Sanskrit	21,224	91	21,315	19,774	574	20,348
Other Oriental Classics	83	201	284	290	184	474
TOTAL ADVANCED	59,432	1,360	60,792	53,292	1,908	55,200
ELEMENTARY.						
Koran schools	147,967	41,746	189,713	120,817	47,589	168,406
Vernacular schools	33[illegible],998	17,045	351,043	346,156	20,878	367,034
Other schools	[illegible]7,375	5,229	42,604	54,595	6,761	61,356
TOTAL ELEMENTARY	519,340	64,020	583,360	521,568	75,228	596,796
GRAND TOTAL	578,772	65,380	644,152	574,860	77,136	651,996

CALCUTTA
SUPERINTENDENT GOVERNMENT PRINTING, INDIA
8, HASTINGS STREET